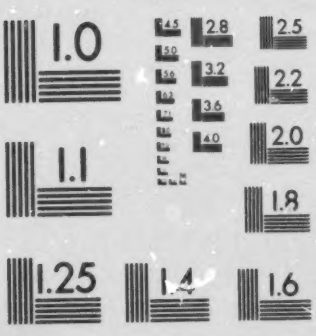
2

B.M


1.0
1.1
1.25
1.4
1.6
1.8
2.0
2.2
2.5
2.8
3.2
3.6
4.0
4.5
5.0
5.6
6.3
7.1
8.0
9.0
10.0
11.2
12.5
14.0
16.0
18.0
20.0
22.4
25.0
28.0
32.0
36.0
40.0
45.0
50.0
56.0
63.0
71.0
80.0
90.0
100.0
112.0
125.0
140.0
160.0
180.0
200.0
224.0
250.0
280.0
320.0
360.0
400.0
450.0
500.0
560.0
630.0
710.0
800.0
900.0
1000.0
1120.0
1250.0
1400.0
1600.0
1800.0
2000.0
2240.0
2500.0
2800.0
3200.0
3600.0
4000.0
4500.0
5000.0
5600.0
6300.0
7100.0
8000.0
9000.0
10000.0
11200.0
12500.0
14000.0
16000.0
18000.0
20000.0
22400.0
25000.0
28000.0
32000.0
36000.0
40000.0
45000.0
50000.0
56000.0
63000.0
71000.0
80000.0
90000.0
100000.0
112000.0
125000.0
140000.0
160000.0
180000.0
200000.0
224000.0
250000.0
280000.0
320000.0
360000.0
400000.0
450000.0
500000.0
560000.0
630000.0
710000.0
800000.0
900000.0
1000000.0
1120000.0
1250000.0
1400000.0
1600000.0
1800000.0
2000000.0
2240000.0
2500000.0
2800000.0
3200000.0
3600000.0
4000000.0
4500000.0
5000000.0
5600000.0
6300000.0
7100000.0
8000000.0
9000000.0
10000000.0
11200000.0
12500000.0
14000000.0
16000000.0
18000000.0
20000000.0
22400000.0
25000000.0
28000000.0
32000000.0
36000000.0
40000000.0
45000000.0
50000000.0
56000000.0
63000000.0
71000000.0
80000000.0
90000000.0
100000000.0
112000000.0
125000000.0
140000000.0
160000000.0
180000000.0
200000000.0
224000000.0
250000000.0
280000000.0
320000000.0
360000000.0
400000000.0
450000000.0
500000000.0
560000000.0
630000000.0
710000000.0
800000000.0
900000000.0
1000000000.0
1120000000.0
1250000000.0
1400000000.0
1600000000.0
1800000000.0
2000000000.0
2240000000.0
2500000000.0
2800000000.0
3200000000.0
3600000000.0
4000000000.0
4500000000.0
5000000000.0
5600000000.0
6300000000.0
7100000000.0
8000000000.0
9000000000.0
10000000000.0
11200000000.0
12500000000.0
14000000000.0
16000000000.0
18000000000.0
20000000000.0
22400000000.0
25000000000.0
28000000000.0
32000000000.0
36000000000.0
40000000000.0
45000000000.0
50000000000.0
56000000000.0
63000000000.0
71000000000.0
80000000000.0
90000000000.0
100000000000.0
112000000000.0
125000000000.0
140000000000.0
160000000000.0
180000000000.0
200000000000.0
224000000000.0
250000000000.0
280000000000.0
320000000000.0
360000000000.0
400000000000.0
450000000000.0
500000000000.0
560000000000.0
630000000000.0
710000000000.0
800000000000.0
900000000000.0
1000000000000.0
1120000000000.0
1250000000000.0
1400000000000.0
1600000000000.0
1800000000000.0
2000000000000.0
2240000000000.0
2500000000000.0
2800000000000.0
3200000000000.0
3600000000000.0
4000000000000.0
4500000000000.0
5000000000000.0
5600000000000.0
6300000000000.0
7100000000000.0
8000000000000.0
9000000000000.0
10000000000000.0
11200000000000.0
12500000000000.0
14000000000000.0
16000000000000.0
18000000000000.0
20000000000000.0
22400000000000.0
25000000000000.0
28000000000000.0
32000000000000.0
36000000000000.0
40000000000000.0
45000000000000.0
50000000000000.0
56000000000000.0
63000000000000.0
71000000000000.0
80000000000000.0
90000000000000.0
100000000000000.0
112000000000000.0
125000000000000.0
140000000000000.0
160000000000000.0
180000000000000.0
200000000000000.0
224000000000000.0
250000000000000.0
280000000000000.0
320000000000000.0
360000000000000.0
400000000000000.0
450000000000000.0
500000000000000.0
560000000000000.0
630000000000000.0
710000000000000.0
800000000000000.0
900000000000000.0
1000000000000000.0
1120000000000000.0
1250000000000000.0
1400000000000000.0
1600000000000000.0
1800000000000000.0
2000000000000000.0
2240000000000000.0
2500000000000000.0
2800000000000000.0
3200000000000000.0
3600000000000000.0
4000000000000000.0
4500000000000000.0
5000000000000000.0
5600000000000000.0
6300000000000000.0
7100000000000000.0
8000000000000000.0
9000000000000000.0
10000000000000000.0
11200000000000000.0
12500000000000000.0
14000000000000000.0
16000000000000000.0
18000000000000000.0
20000000000000000.0
22400000000000000.0
25000000000000000.0
28000000000000000.0
32000000000000000.0
36000000000000000.0
40000000000000000.0
45000000000000000.0
50000000000000000.0
56000000000000000.0
63000000000000000.0
71000000000000000.0
80000000000000000.0
90000000000000000.0
100000000000000000.0
112000000000000000.0
125000000000000000.0
140000000000000000.0
160000000000000000.0
180000000000000000.0
200000000000000000.0
224000000000000000.0
250000000000000000.0
280000000000000000.0
320000000000000000.0
360000000000000000.0
400000000000000000.0
450000000000000000.0
500000000000000000.0
560000000000000000.0
630000000000000000.0
710000000000000000.0
800000000000000000.0
900000000000000000.0
1000000000000000000.0
1120000000000000000.0
1250000000000000000.0
1400000000000000000.0
1600000000000000000.0
1800000000000000000.0
2000000000000000000.0
2240000000000000000.0
2500000000000000000.0
2800000000000000000.0
3200000000000000000.0
3600000000000000000.0
4000000000000000000.0
4500000000000000000.0
5000000000000000000.0
5600000000000000000.0
6300000000000000000.0
7100000000000000000.0
8000000000000000000.0
9000000000000000000.0
10000000000000000000.0
11200000000000000000.0
12500000000000000000.0
14000000000000000000.0
16000000000000000000.0
18000000000000000000.0
20000000000000000000.0
22400000000000000000.0
25000000000000000000.0
28000000000000000000.0
32000000000000000000.0
36000000000000000000.0
40000000000000000000.0
45000000000000000000.0
50000000000000000000.0
56000000000000000000.0
63000000000000000000.0
71000000000000000000.0
80000000000000000000.0
90000000000000000000.0
100000000000000000000.0
112000000000000000000.0
125000000000000000000.0
140000000000000000000.0
160000000000000000000.0
180000000000000000000.0
200000000000000000000.0
224000000000000000000.0
250000000000000000000.0
280000000000000000000.0
320000000000000000000.0
360000000000000000000.0
400000000000000000000.0
450000000000000000000.0
500000000000000000000.0
560000000000000000000.0
630000000000000000000.0
710000000000000000000.0
800000000000000000000.0
900000000000000000000.0
1000000000000000000000.0
1120000000000000000000.0
1250000000000000000000.0
1400000000000000000000.0
1600000000000000000000.0
1800000000000000000000.0
2000000000000000000000.0
2240000000000000000000.0
2500000000000000000000.0
2800000000000000000000.0
3200000000000000000000.0
3600000000000000000000.0
4000000000000000000000.0
4500000000000000000000.0
5000000000000000000000.0
5600000000000000000000.0
6300000000000000000000.0
7100000000000000000000.0
8000000000000000000000.0
9000000000000000000000.0
10000000000000000000000.0
11200000000000000000000.0
12500000000000000000000.0
14000000000000000000000.0
16000000000000000000000.0
18000000000000000000000.0
20000000000000000000000.0
22400000000000000000000.0
25000000000000000000000.0
28000000000000000000000.0
32000000000000000000000.0
36000000000000000000000.0
40000000000000000000000.0
45000000000000000000000.0
50000000000000000000000.0
56000000000000000000000.0
63000000000000000000000.0
71000000000000000000000.0
80000000000000000000000.0
90000000000000000000000.0
100000000000000000000000.0
112000000000000000000000.0
125000000000000000000000.0
140000000000000000000000.0
160000000000000000000000.0
180000000000000000000000.0
200000000000000000000000.0
224000000000000000000000.0
250000000000000000000000.0
280000000000000000000000.0
320000000000000000000000.0
360000000000000000000000.0
400000000000000000000000.0
450000000000000000000000.0
500000000000000000000000.0
560000000000000000000000.0
630000000000000000000000.0
710000000000000000000000.0
800000000000000000000000.0
900000000000000000000000.0
1000000000000000000000000.0
1120000000000000000000000.0
1250000000000000000000000.0
1400000000000000000000000.0
1600000000000000000000000.0
1800000000000000000000000.0
2000000000000000000000000.0
2240000000000000000000000.0
2500000000000000000000000.0
2800000000000000000000000.0
3200000000000000000000000.0
3600000000000000000000000.0
4000000000000000000000000.0
4500000000000000000000000.0
5000000000000000000000000.0
5600000000000000000000000.0
6300000000000000000000000.0
7100000000000000000000000.0
8000000000000000000000000.0
9000000000000000000000000.0
10000000000000000000000000.0
11200000000000000000000000.0
12500000000000000000000000.0
14000000000000000000000000.0
16000000000000000000000000.0
18000000000000000000000000.0
20000000000000000000000000.0
22400000000000000000000000.0
25000000000000000000000000.0
28000000000000000000000000.0
32000000000000000000000000.0
36000000000000000000000000.0
40000000000000000000000000.0
45000000000000000000000000.0
50000000000000000000000000.0
56000000000000000000000000.0
63000000000000000000000000.0
71000000000000000000000000.0
80000000000000000000000000.0
90000000000000000000000000.0
100000000000000000000000000.0
112000000000000000000000000.0
125000000000000000000000000.0
140000000000000000000000000.0
160000000000000000000000000.0
180000000000000000000000000.0
200000000000000000000000000.0
224000000000000000000000000.0
250000000000000000000000000.0
280000000000000000000000000.0
320000000000000000000000000.0
360000000000000000000000000.0
400000000000000000000000000.0
450000000000000000000000000.0
500000000000000000000000000.0
560000000000000000000000000.0
630000000000000000000000000.0
710000000000000000000000000.0
800000000000000000000000000.0
900000000000000000000000000.0
1000000000000000000000000000.0
1120000000000000000000000000.0
1250000000000000000000000000.0
1400000000000000000000000000.0
1600000000000000000000000000.0
1800000000000000000000000000.0
2000000000000000000000000000.0
2240000000000000000000000000.0
2500000000000000000000000000.0
2800000000000000000000000000.0
3200000000000000000000000000.0
3600000000000000000000000000.0
4000000000000000000000000000.0
4500000000000000000000000000.0
5000000000000000000000000000.0
5600000000000000000000000000.0
6300000000000000000000000000.0
7100000000000000000000000000.0
8000000000000000000000000000.0
9000000000000000000000000000.0
10000000000000000000000000000.0
11200000000000000000000000000.0
12500000000000000000000000000.0
14000000000000000000000000000.0
16000000000000000000000000000.0
18000000000000000000000000000.0
20000000000000000000000000000.0
22400000000000000000000000000.0
25000000000000000000000000000.0
28000000000000000000000000000.0
32000000000000000000000000000.0
36000000000000000000000000000.0
40000000000000000000000000000.0
45000000000000000000000000000.0
50000000000000000000000000000.0
56000000000000000000000000000.0
63000000000000000000000000000.0
71000000000000000000000000000.0
80000000000000000000000000000.0
90000000000000000000000000000.0
100000000000000000000000000000.0
112000000000000000000000000000.0
125000000000000000000000000000.0
140000000000000000000000000000.0
160000000000000000000000000000.0
180000000000000000000000000000.0
200000000000000000000000000000.0
224000000000000000000000000000.0
250000000000000000000000000000.0
280000000000000000000000000000.0
320000000000000000000000000000.0
360000000000000000000000000000.0
400000000000000000000000000000.0
450000000000000000000000000000.0
500000000000000000000000000000.0
560000000000000000000000000000.0
630000000000000000000000000000.0
710000000000000000000000000000.0
800000000000000000000000000000.0
900000000000000000000000000000.0
1000000000000000000000000000000.0
1120000000000000000000000000000.0
1250000000000000000000000000000.0
1400000000000000000000000000000.0
1600000000000000000000000000000.0
1800000000000000000000000000000.0
2000000000000000000000000000000.0
2240000000000000000000000000000.0
2500000000000000000000000000000.0
2800000000000000000000000000000.0
3200000000000000000000000000000.0
3600000000000000000000000000000.0
4000000000000000000000000000000.0
4500000000000000000000000000000.0
5000000000000000000000000000000.0
5600000000000000000000000000000.0
6300000000000000000000000000000.0
7100000000000000000000000000000.0
8000000000000000000000000000000.0
9000000000000000000000000000000.0
10000000000000000000000000000000.0
11200000000000000000000000000000.0
12500000000000000000000000000000.0
14000000000000000000000000000000.0
16000000000000000000000000000000.0
18000000000000000000000000000000.0
20000000000000000000000000000000.0
22400000000000000000000000000000.0
25000000000000000000000000000000.0
28000000000000000000000000000000.0
32000000000000000000000000000000.0
36000000000000000000000000000000.0
40000000000000000000000000000000.0
45000000000000000000000000000000.0
50000000000000000000000000000000.0
56000000000000000000000000000000.0
63000000000000000000000000000000.0
71000000000000000000000000000000.0
80000000000000000000000000000000.0
90000000000000000000000000000000.0
100000000000000000000000000000000.0
112000000000000000000000000000000.0
125000000000000000000000000000000.0
140000000000000000000000000000000.0
160000000000000000000000000000000.0
180000000000000000000000000000000.0
200000000000000000000000000000000.0
224000000000000000000000000000000.0
250000000000000000000000000000000.0
280000000000000000000000000000000.0
320000000000000000000000000000000.0
360000000000000000000000000000000.0
400000000000000000000000000000000.0
450000000000000000000000000000000.0
500000000000000000000000000000000.0
560000000000000000000000000000000.0
630000000000000000000000000000000.0
710000000000000000000000000000000.0
800000000000000000000000000000000.0
900000000000000000000000000000000.0
1000000000000000000000000000000000.0
1120000000000000000000000000000000.0
1250000000000000000000000000000000.0
1400000000000000000000000000000000.0
1600000000000000000000000000000000.0
1800000000000000000000000000000000.0
2000000000000000000000000000000000.0
2240000000000000000000000000000000.0
2500000000000000000000000000000000.0
2800000000000000000000000000000000.0
3200000000000000000000000000000000.0
3600000000000000000000000000000000.0
4000000000000000000000000000000000.0
4500000000000000000000000000000000.0
5000000000000000000000000000000000.0
5600000000000000000000000000000000.0
6300000000000000000000000000000000.0
7100000000000000000000000000000000.0
8000000000000000000000000000000000.0
9000000000000000000000000000000000.0
10000000000000000000000000000000000.0
11200000000000000000000000000000000.0
12500000000000000000000000000000000.0
14000000000000000000000000000000000.0
16000000000000000000000000000000000.0
18000000000000000000000000000000000.0
20000000000000000000000000000000000.0
22400000000000000000000000000000000.0
25000000000000000000000000000000000.0
28000000000000000000000000000000000.0
32000000000000000000000000000000000.0
36000000000000000000000000000000000.0
40000000000000000000000000000000000.0
45000000000000000000000000000000000.0
50000000000000000000000000000000000.0
56000000000000000000000000000000000.0
63000000000000000000000000000000000.0
71000000000000000000000000000000000.0
80000000000000000000000000000000000.0
90000000000000000000000000000000000.0
100000000000000000000000000000000000.0
112000000000000000000000000000000000.0
125000000000000000000000000000000000.0
140000000000000000000000000000000000.0
160000000000000000000000000000000000.0
180000000000000000000000000000000000.0
200000000000000000000000000000000000.0
224000000000000000000000000000000000.0
250000000000000000000000000000000000.0
280000000000000000000000000000000000.0
320000000000000000000000000000000000.0
360000000000000000000000000000000000.0
400000000000000000000000000000000000.0
450000000000000000000000000000000000.0
500000000000000000000000000000000000.0
560000000000000000000000000000000000.0
630000000000000000000000000000000000.0
710000000000000000000000000000000000.0
800000000000000000000000000000000000.0
900000000000000000000000000000000000.0
1000000000000000000000000000000000000.0
1120000000000000000000000000000000000.0
1250000000000000000000000000000000000.0
1400000000000000000000000000000000000.0
1600000000000000000000000000000000000.0
1800000000000000000000000000000000000.0
2000000000000000000000000000000000000.0
2240000000000000000000000000000000000.0
2500000000000000000000000000000000000.0
2800000000000000000000000000000000000.0
3200000000000000000000000000000000000.0
3600000000000000000000000000000000000.0
4000000000000000000000000000000000000.0
4500000000000000000000000000000000000.0
5000000000000000000000000000000000000.0
5600000000000000000000000000000000000.0
6300000000000000000000000000000000000.0
7100000000000000000000000000000000000.0
8000000000000000000000000000000000000.0
9000000000000000000000000000000000000.0
10000000000000000000000000000000000000.0
11200000000000000000000000000000000000.0
12500000000000000000000000000000000000.0
14000000000000000000000000000000000000.0
16000000000000000000000000000000000000.0
18000000000000000000000000000000000000.0
20000000000000000000000000000000000000.0
22400000000000000000000000000000000000.0
25000000000000000000000000000000000000.0
28000000000000000000000000000000000000.0
32000000000000000000000000000000000000.0
36000000000000000000000000000000000000.0
40000000000000000000000000000000000000.0
45000000000000000000000000000000000000.0
50000000000000000000000000000000000000.0
56000000000000000000000000000000000000.0
63000000000000000000000000000000000000.0
71000000000000000000000000000000000000.0
80000000000000000000000000000000000000.0
90000000000000000000000000000000000000.0
100000000000000000000000000000000000000.0
112000000000000000000000000000000000000.0
125000000000000000000000000000000000000.0
140000000000000000000000000000000000000.0
160000000000000000000000000000000000000.0
180000000000000000000000000000000000000.0
200000000000000000000000000000000000000.0
224000000000000000000000000000000000000.0
250000000000000000000000000000000000000.0
280000000000000000000000000000000000000.0
320000000000000000000000000000000000000.0
360000000000000000000000000000000000000.0
400000000000000000000000000000000000000.0
450000000000000000000000000000000000000.0
500000000000000000000000000000000000000.0
560000000000000000000000000000000000000.0
630000000000000000000000000000000000000.0
710000000000000000000000000000000000000.0
800000000000000000000000000000000000000.0
900000000000000000000000000000000000000.0
1000000000000000000000000000000000000000.0
1120000000000000000000000000000000000000.0
1250000000000000000000000000000000000000.0
1400000000000000000000000000000000000000.0
1600000000000000000000000000000000000000.0
1800000000000000000000000000000000000000.0
2000000000000000000000000000000000000000.0
2240000000000000000000000000000000000000.0
2500000000000000000000000000000000000000.0
2800000000000000000000000000000000000000.0
3200000000000000000000000000000000000000.0
3600000000000000000000000000000000000000.0
4000000000000000000000000000000000000000.0
4500000000000000000000000000000000000000.0
5000000000000000000000000000000000000000.0
5600000000000000000000000000000000000000.0
6300000000000000000000000000000000000000.0
7100000000000000000000000000000000000000.0
8000000000000000000000000000000000000000.0
9000000000000000000000000000000000000000.0
10000000000000000000000000000000000000000.0
11200000000000000000000000000000000000000.0
12500000000000000000000000000000000000000.0
14000000000000000000000000000000000000000.0
16000000000000000000000000000000000000000.0
18000000000000000000000000000000000000000.0
20000000000000000000000000000000000000000.0
22400000000000000000000000000000000000000.0
25000000000000000000000000000000000000000.0
28000000000000000000000000000000000000000.0
32000000000000000000000000000000000000000.0
36000000000000000000000000000000000000000.0
40000000000000000000000000000000000000000.0
45000000000000000000000000000000000000000.0
50000000000000000000000000000000000000000.0
56000000000000000000000000000000000000000.0
63000000000000000000000000000000000000000.0
71000000000000000000000000000000000000000.0
80000000000000000000000000000000000000000.0
90000000000000000000000000000000000000000.0
100000000000000000000000000000000000000000.0
112000000000000000000000000000000000000000.0
125000000000000000000000000000000000000000.0
140000000000000000000000000000000000000000.0
160000000000000000000000000000000000000000.0
180000000000000000000000000000000000000000.0
200000000000000000000000000000000000000000.0
224000000000000000000000000000000000000000.0
250000000000000000000000000000000000000000.0
280000000000000000000000000000000000000000.0
320000000000000000000000000000000000000000.0
360000000000000000000000000000000000000000.0
400000000000000000000000000000000000000000.0
450000000000000000000000000000000000000000.0
500000000000000000000000000000000000000000.0
560000000000000000000000000000000000000000.0
630000000000000000000000000000000000000000.0
710000000000000000000000000000000000000000.0
800000000000000000000000000000000000000000.0
900000000000000000000000000000000000000000.0
1000000000000000000000000000000000000000000.0
1120000000000000000000000000000000000000000.0
1250000000000000000000000000000000000000000.0
1400000000000000000000000000000000000000000.0
1600000000000000000000000000000000000000000.0
1800000000000000000000000000000000000000000.0
2000000000000000000000000000000000000000000.0
2240000000000000000000000000000000000000000.0
2500000000000000000000000000000000000000000.0
2800000000000000000000000000000000000000000.0
3200000000000000000000000000000000000000000.0
3600000000000000000000000000000000000000000.0
4000000000000000000000000000000000000000000.0
4500000000000000000000000000000000000000000.0
5000000000000000000000000000000000000000000.0
5600000000000000000000000000000000000000000.0
6300000000000000000000000000000000000000000.0
7100000000000000000000000000000000000000000.0
8000000000000000000000000000000000000000000.0
9000000000000000000000000000000000000000000.0
10000000000000000000000000000000000000000000.0
11200000000000000000000000000000000000000000.0
12500000000000000000000000000000000000000000.0
14000000000000000000000000000000000000000000.0
16000000000000000000000000000000000000000000.0
18000000000000000000000000000000000000000000.0
20000000000000000000000000000000000000000000.0
22400000000000000000000000000000000000000000.0
25000000000000000000000000000000000000000000.0
28000000000000000000000000000000000000000000.0
32000000000000000000000000000000000000000000.0
36000000000000000000000000000000000000000000.0
40000000000000000000000000000000000000000000.0
45000000000000000000000000000000000000000000.0
50000000000000000000000000000000000000000000.0
56000000000000000000000000000000000000000000.0
63000000000000000000000000000000000000000000.0
71000000000000000000000000000000000000000000.0
80000000000000000000000000000000000000000000.0
90000000000000000000000000000000000000000000.0
100000000000000000000000000000000000000000000.0
112000000000000000000000000000000000000000000.0
125000000000000000000000000000000000000000000.0
140000000000000000000000000000000000000000000.0
160000000000000000000000000000000000000000000.0
180000000000000000000000000000000000000000000.0
200000000000000000000000000000000000000000000.0
224000000000000000000000000000000000000000000.0
250000000000000000000000000000000000000000000.0
280000000000000000000000000000000000000000000.0
320000000000000000000000000000000000000000000.0
360000000000000000000000000000000000000000000.0
400000000000000000000000000000000000000000000.0
450000000000000000000000000000000000000000000.0
500000000000000000000000000000000000000000000.0
560000000000000000000000000000000000000000000.0
630000000000000000000000000000000000000000000.0
710000000000000000000000000000000000000000000.0
800000000000000000000000000000000000000000000.0
900000000000000000000000000000000000000000000.0
1000000000000000000000000000000000000000000000.0
1120000000000000000000000000000000000000000000.0
1250000000000000000000000000000000000000000000.0
1400000000000000000000000000000000000000000000.0
1600000000000000000000000000000000000000000000.0
1800000000000000000000000000000000000000000000.0
2000000000000000000000000000000000000000000000.0
2240000000000000000000000000000000000000000000.0
2500000000000000000000000000000000000000000000.0
2800000000000000000000000000000000000000000000.0
3200000000000000000000000000000000000000000000.0
3600000000000000000000000000000000000000000000.0
4000000000000000000000000000000000000000000000.0
4500000000000000000000000000000000000000000000.0
5000000000000000000000000000000000000000000000.0
5600000000000000000000000000000000000000000000.0
6300000000000000000000000000000000000000000000.0
7100000000000000000000000000000000000000000000.0
8000000000000000000000000000000000000000000000.0
9000000000000000000000000000000000000000000000.0
10000000000000000000000000000000000000000000000.0
11200000000000000000000000000000000000000000000.0
12500000000000000000000000000000000000000000000.0
14000000000000000000000000000000000000000000000.0
16000000000000000000000000000000000000000000000.0
18000000000000000000000000000000000000000000000.0
20000000000000000000000000000000000000000000000.0
22400000000000000000000000000000000000000000000.0
25000000000000000000000000000000000000000000000.0
28000000000000000000000000000000000000000000000.0
32000000000000000000000000000000000000000000000.0
36000000000000000000000000000000000000000000000.0
40000000000000000000000000000000000000000000000.0
45000000000000000000000000000000000000000000000.0
50000000000000000000000000000000000000000000000.0
56000000000000000000000000000000000000000000000.0
63000000000000000000000000000000000000000000000.0
71000000000000000000000000000000000000000000000.0
80000000000000000000000000000000000000000000000.0
90000000000000000000000000000000000000000000000.0
100000000000000000000000000000000000000000000000.0
112000000000000000000000000000000000000000000000.0
125000000000000000000000000000000000000000000000.0
140000000000000000000000000000000000000000000000.0
160000000000000000000000000000000000000000000000.0
180000000000000000000000000000000000000000000000.0
200000000000000000000000000000000000000000000000.0
224000000000000000000000000000000000000000000000.0
250000000000000000000000000000000000000000000000.0
280000000000000000000000000000000000000000000000.0
320000000000000000000000000000000000000000000000.0
360000000000000000000000000000000000000000000000.0
400000000000000000000000000000000000000000000000.0
450000000000000000000000000000000000000000000000.0
500000000000000000000000000000000000000000000000.0
560000000000000000000000000000000000000000000000.0
630000000000000000000000000000000000000000000000.0
710000000000000000000000000000000000000000000000.0
800000000000000000000000000000000000000000000000.0
900000000000000000000000000000000000000000000000.0
1000000000000000000000000000000000000000000000000.0
1120000000000000000000000000000000000000000000000.0
1250000000000000000000000000000000000000000000000.0
1400000000000000000000000000000000000000000000000.0
1600000000000000000000000000000000000000000000000.0
1800000000000000000000000000000000000000000000000.0
2000000000000000000000000000000000000000000000000.0
2240000000000000000000000000000000000000000000000.0
2500000000000000000000000000000000000000000000000.0
2800000000000000000000000000000000000000000000000.0
3200000000000000000000000000000000000000000000000.0
3600000000000000000000000000000000000000000000000.0
4000000000000000000000000000000000000000000000000.0
4500000000000000000000000000000000000000000000000.0
5000000000000000000000000000000000000000000000000.0
5600000000000000000000000000000000000000000000000.0
6300000000000000000000000000000000000000000000000.0
7100000000000000000000000000000000000000000000000.0
8000000000000000000000000000000000000000000000000.0
9000000000000000000000000000000000000000000000000.0
10000000000000000000000000000000000000000000000000.0
11200000000000000000000000000000000000000000000000.0
12500000000000000000000000000000000000000000000000.0
14000000000000000000000000000000000000000000000000.0
16000000000000000000000000000000000000000000000000.0
18000000000000000000000000000000000000000000000000.0
20000000000000000000000000000000000000000000000000.0
22400000000000000000000000000000000000000000000000.0
25000000000000000000000000000000000000000000000000.0
28000000000000000000000000000000000000000000000000.0
32000000000000000000000000000000000000000000000000.0
36000000000000000000000000000000000000000000000000.0
40000000000000000000000000000000000000000000000000.0
45000000000000000000000000000000000000000000000000.0
50000000000000000000000000000000000000000000000000.0
56000000000000000000000000000000000000000000000000.0
63000000000000000000000000000000000000000000000000.0
71000000000000000000000000000000000000000000000000.0
80000000000000000000000000000000000000000000000000.0
90000000000000000000000000000000000000000000000000.0
100000000000000000000000000000000000000000000000000.0
112000000000000000000000000000000000000000000000000.0
125000000000000000000000000000000000000000000000000.0
140000000000000000000000000000000000000000000000000.0
160000000000000000000000000000000000000000000000000.0
180000000000000000000000000000000000000000000000000.0
200000000000000000000000000000000000000000000000000.0
224000000000000000000000000000000000000000000000000.0
250000000000000000000000000000000000000000000000000.0
280000000000000000000000000000000000000000000000000.0
320000000000000000000000000000000000000000000000000.0
360000000000000000000000000000000000000000000000000.0
400000000000000000000000000000000000000000000000000.0
450000000000000000000000000000000000000000000000000.0
500000000000000000000000000000000000000000000000000.0
560000000000000000000000000000000000000000000000000.0
630000000000000000000000000000000000000000000000000.0
710000000000000000000000000000000000000000000000000.0
800000000000000000000000000000000000000000000000000.0
900000000000000000000000000000000000000000000000000.0
1000000000000000000000000000000000000000000000000000.0
1120000000000000000000000000000000000000000000000000.0
1250000000000000000000000000000000000000000000000000.0
1400000000000000000000000000000000000000000000000000.0
1600000000000000000000000000000000000000000000000000.0
1800000000000000000000000000000000000000000000000000.0
2000000000000000000000000000000000000000000000000000.0
2240000000000000000000000000000000000000000000000000.0
2500000000000000000000000000000000000000000000000000.0
2800000000000000000000000000000000000000000000000000.0
3200000000000000000000000000000000000000000000000000.0
3600000000000000000000000000000000000000000000000000.0
4000000000000000000000000000000000000000000000000000.0
4500000000000000000000000000000000000000000000000000.0
5000000000000000000000000000000000000000000000000000.0
5600000000000000000000000000000000000000000000000000.0
6300000000000000000000000000000000000000000000000000.0
7100000000000000000000000000000000000000000000000000.0
8000000000000000000000000000000000000000000000000000.0
9000000000000000000000000000000000000000000000000000.0
10000000000000000000000000000000000000000000000000000.0
11200000000000000000000000000000000000000000000000000.0
12500000000000000000000000000000000000000000000000000.0
14000000000000000000000000000000000000000000000000000.0
16000000000000000000000000000000000000000000000000000.0
18000000000000000000000000000000000000000000000000000.0
20000000000000000000000000000000000000000000000000000.0
22400000000000000000000000000000000000000000000000000.0
25000000000000000000000000000000000000000000000000000.0
28000000000000000000000000000000000000000000000000000.0
32000000000000000000000000000000000000000000000000000.0
36000000000000000000000000000000000000000000000000000.0
40000000000000000000000000000000000000000000000000000.0
45000000000000000000000000000000000000000000000000000.0
50000000000000000000000000000000000000000000000000000.0
56000000000000000000000000000000000000000000000000000.0
63000000000000000000000000000000000000000000000000000.0
71000000000000000000000000000000000000000000000000000.0
80000000000000000000000000000000000000000000000000000.0
90000000000000000000000000000000000000000000000000000.0
100000000000000000000000000000000000000000000000000000.0
112000000000000000000000000000000000000000000000000000.0
125000000000000000000000000000000000000000000000000000.0
140000000000000000000000000000000000000000000000000000.0
160000000000000000000000000000000000000000000000000000.0
180000000000000000000000000000000000000000000000000000.0
200000000000000000000000000000000000000000000000000000.0
224000000000000000000000000000000000000000000000000000.0
250000000000000000000000000000000000000000000000000000.0
280000000000000000000000000000000000000000000000000000.0
320000000000000000000000000000000000000000000000000000.0
360000000000000000000000000000000000000000000000000000.0
400000000000000000000000000000000000000000000000000000.0
450000000000000000000000000000000000000000000000000000.0
500000000000000000000000000000000000000000000000000000.0
560000000000000000000000000000000000000000000000000000.0
630000000000000000000000000000000000000000000000000000.0
710000000000000000000000000000000000000000000000000000.0
800000000000000000000000000000000000000000000000000000.0
900000000000000000000000000000000000000000000000000000.0
1000000000000000000000000000000000000000000000000000000.0
1120000000000000000000000000000000000000000000000000000.0
1250000000000000000000000000000000000000000000000000000.0
1400000000000000000000000000000000000000000000000000000.0
1600000000000000000000000000000000000000000000000000000.0
1800000000000000000000000000000000000000000000000000000.0
2000000000000000000000000000000000000000000000000000000.0
2240000000000000000000000000000000000000000000000000000.0
2500000000000000000000000000000000000000000000000000000.0
2800000000000000000000000000000000000000000000000000000.0
3200000000000000000000000000000000000000000000000000000.0
3600000000000000000000000000000000000000000000000000000.0
4000000000000000000000000000000000000000000000000000000.0
4500000000000000000000000000000000000000000000000000000.0
5000000000000000000000000000000000000000000000000000000.0
5600000000000000000000000000000000000000000000000000000.0
6300000000000000000000000000000000000000000000000000000.0
7100000000000000000000000000000000000000000000000000000.0
8000000000000000000000000000000000000000000000000000000.0
9000000000000000000000000000000000000000000000000000000.0
10000000000000000000000000000000000000000000000000000000.0
11200000000000000000000000000000000000000000000000000000.0
12500000000000000000000000000000000000000000000000000000.0
14000000000000000000000000000000000000000000000000000000.0
16000000000000000000000000000000000000000000000000000000.0
18000000000000000000000000000000000000000000000000000000.0
20000000000000000000000000000000000000000000000000000000.0
22400000000000000000000000000000000000000000000000000000.0
25000000000000000000000000000000000000000000000000000000.0
28000000000000000000000000000000000000000000000000000000.0
32000000000000000000000000000000000000000000000000000000.0
36000000000000000000000000000000000000000000000000000000.0
40000000000000000000000000000000000000000000000000000000.0
45000000000000000000000000000000000000000000000000000000.0
50000000000000000000000000000000000000000000000000000000.0
56000000000000000000000000000000000000000000000000000000.0
63000000000000000000000000000000000000000000000000000000.0
71000000000000000000000000000000000000000000000000000000.0
80000000000000000000000000000000000000000000000000000000.0
90000000000000000000000000000000000000000000000000000000.0
100000000000000000000000000000000000000000000000000000000.0
112000000000000000000000000000000000000000000000000000000.0
125000000000000000000000000000000000000000000000000000000.0
140000000000000000000000000000000000000000000000000000000.0
160000000000000000000000000000000000000000000000000000000.0
180000000000000000000000000000000000000000000000000000000.0
200000000000000000000000000000000000000000000000000000000.0
224000000000000000000000000000000000000000000000000000000.0
250000000000000000000000000000000000000000000000000000000.0
280000000000000000000000000000000000000000000000000000000.0
320000000000000000000000000000000000000000000000000000000.0
360000000000000000000000000000000000000000000000000000000.0
400000000000000000000000000000000000000000000000000000000.0
450000000000000000000000000000000000000000000000000000000.0
500000000000000000000000000000000000000000000000000000000.0
560000000000000000000000000000000000000000000000000000000.0
630000000000000000000000000000000000000000000000000000000.0
710000000000000000000000000000000000000000000000000000000.0
800000000000000000000000000000000000000000000000000000000.0
900000000000000000000000000000000000000000000000000000000.0
1000000000000000000000000000000000000000000000000000000000.0
1120000000000000000000000000000000000000000000000000000000.0
1250000000000000000000000000000000000000000000000000000000.0
1400000000000000000000000000000000000000000000000000000000.0
1600000000000000000000000000000000000000000000000000000000.0
1800000000000000000000000000000000000000000000000000000000.0
2000000000000000000000000000000000000000000000000000000000.0
2240000000000000000000000000000000000000000000000000000000.0
2500000000000000000000000000000000000000000000000000000000.0
2800000000000000000000000000000000000000000000000000000000.0
3200000000000000000000000000000000000000000000000000000000.0
3600000000000000000000000000000000000000000000000000000000.0
4000000000000000000000000000000000000000000000000000000000.0
4500000000000000000000000000000000000000000000000000000000.0
5000000000000000000000000000000000000000000000000000000000.0
5600000000000000000000000000000000000000000000000000000000.0
6300000000000000000000000000000000000000000000000000000000.0
7100000000000000000000000000000000000000000000000000000000.0
8000000000000000000000000000000000000000000000000000000000.0
9000000000000000000000000000000000000000000000000000000000.0
10000000000000000000000000000000000000000000000000000000000.0
11200000000000000000000000000000000000000000000000000000000.0
12500000000000000000000000000000000000000000000000000000000.0
14000000000000000000000000000000000000000000000000000000000.0
16000000000000000000000000000000000000000000000000000000000.0
18000000000000000000000000000000000000000000000000000000000.0
20000000000000000000000000000000000000000000000000000000000.0
22400000000000000000000000000000000000000000000000000000000.0
25000000000000000000000000000000000000000000000000000000000.0
28000000000000000000000000000000000000000000000000000000000.0
32000000000000000000000000000000000000000000000000000000000.0
36000000000000000000000000000000000000000000000000000000000.0
40000000000000000000000000000000000000000000000000000000000.0
45000000000000000000000000000000000000000000000000000000000.0
50000000000000000000000000000000000000000000000000000000000.0
56000000000000000000000000000000000000000000000000000000000.0
63000000000000000000000000000000000000000000000000000000000.0
71000000000000000000000000000000000000000000000000000000000.0
80000000000000000000000000000000000000000000000000000000000.0
90000000000000000000000000000000000000000000000000000000000.0
100000000000000000000000000000000000000000000000000000000000.0
112000000000000000000000000000000000000000000000000000000000.0
125000000000000000000000000000000000000000000000000000000000.0
140000000000000000000000000000000000000000000000000000000000.0
160000000000000000000000000000000000000000000000000000000000.0
180000000000000000000000000000000000000000000000000000000000.0
200000000000000000000000000000000000000000000000000000000000.0
224000000000000000000000000000000000000000000000000000000000.0
250000000000000000000000000000000000000000000

DOCUMENT RESUME

ED 253 798 CG 018 001

TITLE	Practice Related Home-Based Family Centered Services Course for Master of Social Work Curricula.
INSTITUTION	Virginia Commonwealth Univ., Richmond. Region III Child Welfare Training Center.
SPONS AGENCY	Children's Bureau (DHHS/OHS), Washington, DC.
PUB DATE	Jan 82
GRANT	90-CT-1969(03)
NOTE	155p.; For related documents, see CG 018 000-003. Some pages are marginally legible due to small print.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	*Child Welfare; *Course Descriptions; *Curriculum Development; Curriculum Guides; *Family Programs; Graduate Study; Higher Education; Placement; Prevention; *Resource Materials; *Social Work; Welfare Services

ABSTRACT

This course outline provides a framework for incorporating material about home-based family centered services (HBFCS) in existing masters-level family/child welfare curricula. The placement of the course in the curriculum is discussed, with suggestions for appropriate background knowledge/course work. Seven major topics are outlined: (1) Maintaining Families to Prevent Separation; (2) HBFCS to Prevent Separation; (3) Identification and Treatment of High Risk Families; (4) Traditional Social Work Services to High Risk Families; (5) Providing Home-Based Services to Minorities; (6) Review of Current Home-Based Programs; and (7) The Future of HBFCS. Major content areas covered in the seven sections include maintaining the family, serving families, historical review of HBFCS, services to minorities, HBFCS models, and skill development. The format for the course outline consists of student outline and readings, and instructor notes and additional readings, which run parallel and cover the same topical material. A section entitled "Selected Course Readings" provides annotations for the readings which are asterisked in the outline. An extensive appendix provides selected learning exercises, case examples, and the handouts which are referred to in the body of the outline. (BH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED253798

CG 018 001

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

PRACTICE RELATED HOME BASED FAMILY CENTERED SERVICES COURSE FOR MASTER OF SOCIAL WORK CURRICULA

January 1982

Work on this project was made possible by Child Welfare Services Training Grant #90-CT-1969 (03) from the Children's Bureau, Office of Human Development Services, U.S. Department of Health and Human Services.

Region III Child Welfare Training Center
School of Social Work
Virginia Commonwealth University
1001 West Franklin Street
Richmond, Virginia 23284
(804) 257-6231 or 257-6628

Center Staff:

Henry L. Gunn, III, M.S.W. - Director
Jan McCarthy, M.S.W. - Project Associate
Michael L. Sugg, Ph.D. - Project Associate

CG 018 001

ACKNOWLEDGEMENTS

Dr. Michael L. Sugg, Project Associate, Region III Child Welfare Training Center, carried the primary responsibility for developing and compiling materials for this course. Editorial assistance was also provided by Henry L. Gunn, III, Center Director, and Jan McCarthy, Project Associate.

Members of the Center's Steering Committee and social work faculty from Region III who attended the Center's sponsored May 1981 Workshop reviewed the first draft of the Home Based Family Centered Services Course. We appreciate their very helpful comments and recommendations.

Dr. Marvin Bryce, Director of the National Resource Center on Family Based Services, School of Social Work, University of Iowa provided valuable suggestions in developing the introductory material. June Lloyd, also from the National Center on Family Based Services, developed the home based case illustrations located in the Appendix. The contributions of the National Resource Center on Home Based Services were especially helpful.

Finally, special recognition is given to Center secretaries, Dolores Torres and Linda Morrison for their perseverance in typing several revisions of this course material.

TABLE OF CONTENTS

	Page No.
Preface	iv
STUDENT OUTLINE AND READINGS/INSTRUCTOR NOTES AND ADDITIONAL READINGS	1
Topic 1: Maintaining Families to Prevent Disruption/Separation	2
Topic 2: Home-Based Family Centered Services to Prevent Separation of Children from Their Families	6
Topic 3: Identification, Assessment and Treatment of High-Risk Families Served by HBFCS	10
A. Stress Factors Among High Risk Families	10
B. Assessing and Treating Family Stress	14
Topic 4: Traditional Social Work Services to High Risk Families	16
A. Cash Assistance	16
B. Social Networks	18
C. Parenting Skills/Parent Aides	18
D. Family Planning	20
E. Day Care	22
F. Family Therapy	22
G. Family Caseworkers/Homemakers	24
Topic 5: Review of Current Home-Based Model Programs	26
Topic 6: Providing Culturally Relevant Home-Based Family Centered Services	28
Topic 7: The Future of Home-Based Family Centered Services	32
SELECTED COURSE READINGS	35

Page No.

APPENDIX 47

A. Separation Articles..... 48

1. "Separation and Placement"..... 49
2. "Only People Cry"..... 55

B. Learning/Teaching Exercises About Separation..... 65

C. Research Capsules: Numbers 3, 4, 5, 7, 11 70

D. Diagrams of Model Programs..... 81

E. Definition - The Home-Based Family Centered Model..... 89

F. Cross Cultural Exercises..... 91

G. Salient Similarities of Successful HBFCS Models..... 103

H. Possible Reasons For the Effectiveness of HBFCS..... 105

I. Logistics of Placement..... 107

J. Review of Research On HBFCS Programs..... 109

K. Case Study Examples..... 131

Case "C"..... 133

Case "T"..... 135

Case "M"..... 137

PREFACE

It is essential that any faculty intending to make use of the course outline material which follows have a clear understanding of the intended purpose and potential utility of the material and the interface of such a course with other courses in the master of social work curriculum. Although the course is designed for the master's curriculum it can also be amended for use in the bachelor of social work curriculum or in training programs for child welfare workers already in practice. In fact, some sections of this course have been suggested for use in the core courses of the MSW or BSW curriculum in an outline developed by the Region III Child Welfare Training Center. For the above reasons, we suggest that this preface be carefully reviewed so as to clarify, for the instructor, the basis for considering and using this course outline.

Introduction

The notion of providing services to children and families in their own homes is not a new concept. However, it is only beginning to become a reality through recent legislation and other developments that have promoted an increased recognition of the value of the family and the need to establish adequate social services for families. The forerunners of the home based family centered concept were Geismar and his associates who established and wrote their findings on the famous St. Paul Study.[1] Many of the findings and techniques used by the St. Paul project staff in working with high-stress families are still considered valid today by social workers and others practicing in the home based family centered settings.

In spite of the significance of the St. Paul Project more than a decade passed before greater support was given to the home based family centered service movement. However, several recent occurrences demonstrate that there is a renewed interest in home based services:

- Writings that deal with the legal and psychological impact of placing a child in a temporary or permanent substitute placement have begun to focus on the 'least restrictive alternative' for the child. In many instances the least restrictive alternative for the child is to return home even though this did not occur very often as demonstrated in study after study.
- The deinstitutionalization movement of children, adolescents and adults has promoted an increased recognition of the necessity for finding alternative arrangements for children in the community....often in their own homes.
- Recent federal legislation mandating that handicapped children and adults must receive specific services in the community has made it possible for many such children to remain at home and this has been a significant impetus for establishing home based services for the developmentally disabled.

---

[1] Geismar, Ludwig L., Family Centered Project. St. Paul: University of Michigan, 1956.

- Foster care legislation at both the federal and state levels, has during the last five years, promoted permanent planning for children in the foster care system and has emphasized the provision of intensive services to reunify families who have been separated by foster care placements.
- Federal projects such as the National Center for Home Based Family Centered Services at the University of Iowa School of Social Work have underscored that the Children's Bureau supports the family centered concept.
- Finally, The Adoption Assistance and Child Welfare Act of 1980 (P.L. 96-272) passed by the federal legislature strongly encourages states:
    (1) to design and implement a service program with the goal of reuniting families or achieving other permanent placements for children
    (2) to operate a program of preplacement preventive services designed to help children remain with their families.

With the above forces contributing to a renewed recognition of the importance of maintaining the family, it is imperative that students of family and child welfare services obtain current knowledge and skills that will enable them to provide intensive home based family centered services....particularly since the implementation of such services is still non-existent in the majority of communities serving children and their families.

The Intent and Utilization of the Course

It is important to distinguish the intent of this course outline from other similar material which may be labled a "model course". The notion of a "model course" may suggest that the material should be used exactly as is. However, the purpose of this outline is to provide a framework or stimulus for encouraging faculty to incorporate material about home based family centered services in their existing family/child welfare curriculum. Obviously, each social work program will have to determine how this might be included in its particular curriculum based upon its own needs and plans. The placement of this course within the MSW curriculum will also be contingent upon the extent to which a social work program addresses the issue of child welfare in general and in particular, the importance placed upon the preventive service approach (reducing the risk of separating children from natural parents). It is conceivable that this course might readily become an elective in one curriculum, whereas in a school already having a specialized family and/or children's curriculum, it may be included as a required course within that system specialization. This course syllabus should be viewed as a serious stimulus for development of home-based family centered material in the curriculum, but the final decision, as always, rests within each curriculum committee of a particular social work program.

Course Design

This course builds upon the home-based module developed for the Center's BSW course, course material and other resource materials developed by the National Clearinghouse for Home-Based Family Centered Services at the University of Iowa, and related literature on prevention of family disruption and separation. It is assumed that students enrolled in the course will have a prior knowledge base acquired in other courses such as child development, family dynamics, social work practice, case management, research and social work policy.

The student's understanding of and appreciation for the importance of the home-based family centered approach as a means to assist families to remain intact while preventing out-of-home placements for children will be accomplished through:

(1) an analysis of traditional and current policy-practice trends in family and children's services

(2) review of the historical development of HBFCS

(3) a review of various home-based models and

(4) development of practice skills necessary for effective intervention and assistance to families at risk of separation.

The development of practice skills is a primary emphasis and concern in the course. This will be facilitated through specific class assignments including skill building exercises and other teaching aides.

The course is divided into seven topics. How much time the instructor devotes to each topic will be bound, to some extent by whether the course is a semester or quarter course, and what each instructor is most comfortable presenting. However, the authors of this syllabus place considerable emphasis on the development of basic skills along with the didactic material. The major content areas are described below:

A. Maintaining The Family

At the outset of this course the student is quickly and dramatically forced to recognize the central issue - the effects of separation of the child from his family. The characteristics of the potential high-risk family are discussed and case examples are utilized to identify these characteristics. A brief international comparison of policies regarding the family is made, particularly as these relate to the absence of family policy in the U.S. and the implication this has for the ongoing development of Home-Based Family Centered Services.

B. The Family As A Service Unit

Particular emphasis on the utilization of the goal planning method for assessment of family strengths and needs along with service contracting as an integral part of the treatment plan are viewed as vital ingredients in working with high-risk families. Current types of services offered to high-risk families are recognized as part of both traditional as well as the non-traditional services provided by the HBFCS approach. Case examples and exercises will be drawn from a variety of high-risk situations and wherever possible, from actual HBFCS settings.

C. Historical Review and Rationale for HBFCS

The traditional emphasis on substitute care as a major service design for dealing with troubled children and families is reviewed. Recent research findings and legislative policy changes are discussed to demonstrate the current direction in children's services. Definitions, historical development and cost effectiveness of HBFCS units are also presented.

D. Providing Home-Based Services To Culturally Relevant Children and Families

Special attention is given to both traditional and current emphasis of home-based services for minority children and their families. Recognition of ethnic-cultural values that promote the home-based concept are stressed as are the worker's awareness of these values in assessing and planning services for these families.

E. HBFCS Models

Model programs currently in existence are compared. Variations are noted and the pro and con of different models are discussed. Supervision, staffing patterns and other factors are discussed in relation to these models.

The commonalities in all HBFCS are also stressed. Finally, factors promoting as well as hindering the development of HBFCS are outlined.

F. Skill Development

A primary concern of this course is the development of practice skills related to identification and assessment of "high" risk families, goal planning, separation, contracting, and coordination and case management of services. Promotion of skills in these areas will be enhanced through exercises, case examples, discussing the team approach and clarity about the role of the HBFCS worker and stresses encountered by these workers.

The preceding content areas are covered in the seven major topics outlined below:

1. Maintaining Families To Prevent Disruption/Separation
2. Home-Based Family Centered Services to Prevent Separation of Children From Their Families
3. Identification and Treatment of High-Risk Families Served By HBFCS
4. Traditional Social Work Services To High-Risk Families
5. Providing Home-Based Services To Minority Families
6. Review of Current Home-Based Model Programs
7. The Future of Home-Based Family Centered Services

Form of Outline

This course is presented in two parts, (1) Student Outline and Readings, and (2) Instructor Notes and Additional Readings. These run parallel, dealing with the same topical material. The difference is that the material in the Student Outline and Readings is similar in form to what might be provided students as a course outline, while the Instructor Notes and Additional Readings contains notes on the course perspective, background readings to add depth to those required of students, reference suggested, audiovisuals, learning exercises and additional content that might be used. The readings suggested are examples and are not intended to be complete bibliographies on the subject matter.

Appendix

The appendix includes selected learning exercises, case examples, and handouts which are referred to in the body of the course outline.

General Course Objectives

Upon conclusion of this course, the student will be able to:

(a) Have an increased appreciation for the value of the family as a necessary institution of society and the subsequent importance of preserving families.

(b) Understand what is meant by home-based family centered services within the context of both traditional and more recent forms of these types of services.

(c) Acquire the basic skills needed to: identify families at risk, provide case management, goal planning, and service contracting as they relate to home-based family centered services and the goal of preventing children from being separated from their natural parents.

(d) Explain the historical development of home-based services, offer a comparative summary of the current home-based family centered models and discuss the potential of these services in light of recent legislative trends.

Selected Course Readings

At the end of the course outline, a section entitled "Selected Course Readings" provides annotation for the readings which are asterisked in the outline. Availability of these readings is documented in this section also.

Instructional Methods

Lecture, handouts that highlight specific areas, audiovisuals, classroom discussion, individual and/or group reports and guest lectureres from HBFCS agencies could be used in teaching this course.

Suggested Texts

The National Clearinghouse for HBFCS at the School of Social at The University of Iowa has produced several books, pamphlets and articles that are extremely useful in this course. Indicated below are several of these texts:

1. Maybanks, Sheila and Marvin Bryce. (eds.) Home-Based Services For Children and Families: Policy, Practice, and Research. Springfield: Charles C. Thomas Publisher, 1979. (cost - $19.75)

2. Bryce, Marvin and June Lloyd. (eds.) Treating Families In The Home: An Alternative To Placement. Springfield: Charles C. Thomas Publisher, 1980. (cost - $24.75)

3. Bryce, Marvin and June Lloyd. Placement Prevention and Family Unification: Planning and Supervising the HOME-BASED FAMILY CENTERED Program. Oakdale, Iowa: National Clearinghouse for Home-Based Services To Children and Their Families, School of Social Work at The University of Iowa, 1980. (cost - $7.00)

4. Lloyd, June and Marvin Bryce. Techniques of Placement Prevention and Family Unification: A Practitioner's Handbook. Oakdale, Iowa: National Clearinghouse For Home-Based Services To Children and Their Families, School of Social Work at The University of Iowa, 1980. (cost - $7.00)

Although readings from several major texts are suggested above, the decision whether to use a major text and the selection of that text is left to the individual instructor.

STUDENT OUTLINE AND READINGS/INSTRUCTOR NOTES AND ADDITIONAL READINGS

STUDENT OUTLINE & READINGS

Topic 1: Maintaining Families To Prevent Disruption/Separation

Topic Objectives: For students to: (a) understand the impact of separation upon both parents and children, (b) understand how the child welfare system has traditionally dealt with the separation issue, (c) understand how other countries compare with the U.S. in the way child welfare services have emphasized the family, and in particular, how they deal with the issue of separation, (d) understand recent legislative and policy measures to prevent separation of children from their families.

Topic Issues:

A. Preserving the family - value of family life
B. Impact of separation on parents and children
C. Traditional policy-service response to separation
D. Recent policy (legislative) - service response to prevent separation
E. International comparisons of service to disrupted families

Readings:

Bane, Mary Jo. Here To Stay: American Families in the Twentieth Century. New York: Harper/Colophon, 1976, Chps. 1-4.

Colon, Fernando, "In Search of One's Past: An Identity Trip." Family Process. 12:4 (December, 1973): 429-438.

Cutright, Phillip, "Income and Family Events: Marital Stability." Journal of Marriage and the Family. 33, (2) 1971.

Fahlberg, Vera, "Attachment and Separation." (Chap. V), Training in the Adoption of Children With Special Needs. Project CRAFT and the University of Michigan School of Social Work, Ann Arbor, Michigan, 1980.*

Geismar, L.L., "Implications of A Family Life Improvement Project." Social Casework. 52, 7 (Jul 1971), 455-465.

INSTRUCTOR NOTES & ADDITIONAL READINGS

Note: Throughout the course outline in the instructor notes:

CDN refers to Course Development Note
SPN refers to Session Preparation Note

*refers to selected readings that are described further in the attached annotated bibliography

Readings:

Benedek and Benedek, "Children of Divorce, Can We Meet Their Needs?" Journal of Social Issues, pp. 155-169, V-35, No. 4, 1979.

Bloom, M., "Marital Disruption As A Stressor." In D.G. Forgays, (ed.) Primary Prevention of Psychopathology (Vol. 11) Environmental Influences. Hanover, N.H.: University Press of New England, 1978. See also a research summary on this same topic in Bloom, M., Primary Prevention The Possible Science. Prentice Hall, Inc., Englewood Cliffs, N.Y., 1981, pp. 96-98.

Bowlby, J., "Attachment and Loss." Vol. 1, Attachment. New York: Basic Books, 1970.

Fraiberg, Selma. Every Child's Birthright: In Defense of Mothering. New York: Basic Books, 1977.

Horejsi, Charles R., et. al. Parents With Children In Foster Care: A Guide To Social Work Practice. Springfield: Charles C. Thomas Publisher, 1980, Chapter 1.*

Horejsi, Charles R., "The St. Paul Family Center Project Revisited".....or "Exploring An Old Gold Mine," in Bryce, M. and J. Lloyd, (eds.) Treating Families In The Home: An Alternative To Placement. C.C. Thomas, Springfield, Ill., 1981.*

Flynn, Laurie, "A Parent's Perspective." Public Welfare, 37:3 (Summer 1979): 28-33.

Jenkins, Shirley and Elaine Norman. Filial Deprivation and Foster Care. New York: Columbia University Press, 1972.

Jenkins, Shirley and Elaine Norman, Beyond Placement: Mothers View Foster Care. New York: Columbia University Press, 1975.

STUDENT OUTLINE & READINGS

Hoffman, Gertrude, "Turning Ourselves Around: A Challenge To the Professional Community," in Maybanks, S. and M. Bryce, Home-Based Services To Children and Families: Policy, Practice, and Research. op. cit. pp. 5-12.

Jenkins, Shirley, "The Tie That Bonds," in Maluccio, A. and P.A. Sinanoglu, The Challenge of Partnership: Working With Parents of Children In Foster Care. Child Welfare League of America, 1981.

Kadushin, A. Child Welfare Services. Chapter 1, "Child Welfare: Orientation and Scope," 1980.

Mandelbaum, A., "Parent-Child Separation: Its Significance To Parents," Social Work, October, 1962.

Rice, Robert M., "Reducing Substitute Child Care Through National Family Policy," in Child Welfare Strategy In The Coming Years, DHEW, 1978, pp. 431-465.

Handouts:

"Only People Cry"*

"Separation and Placement"*

"Logistics of Placement"

CDN: All handouts identified in the Student Notes or Instructor Notes can be located under APPENDIX in the Table of Contents.

INSTRUCTOR NOTES & ADDITIONAL READINGS

Jenkins, Shirley, "Planning for Children of Divorce" in Child Welfare Strategies In the Coming Years. DHEW Publication No. (OHDS) 78-30158, 1978, pp. 336-370.

Kadushin, A., "Child Welfare Services In Other Countries," in Kadushin, A., Child Welfare Services, (3rd ed.) pp. 631-671.

Kammerman, S. and A.J. Kahn, "Comparative Analysis In Family Policy: A Case Study." Social Work. pp. 506-512, Vol. 24. November, 1979.

Littner, Ner, "The Importance of Natural Parents To the Child In Placement." Child Welfare, Vol. LIV, 54, March, 1975.

Meyer, Carol H., "Practice and Policy: A Family Focus." Social Casework. Vol. 59, No. 5 (May, 1978), pp. 259-165.

Moss, S.Z. and Moss, "Separation As A Death Experience." Child Psychiatry and Human Development. *(3), Spring, 1973.*

Rutter, Michael, "Maternal Deprivation 1972-1978: New Findings, New Concepts, New Approaches." Child Development. 50 (June, 1979): 283-305; and "Separation Experiences: A New Look At An Old Topic." Journal of Pediatrics. 95 (1979): 147-154.

"Separation of Children From Their Families," Chapter 1 in Permanent Planning Handbook, Virginia Department of Welfare, Division of Social Services, Richmond, VA.*

Steiner, G.Y., The Futility of Family Policy. The Brookings Institution, Washington, DC, 1981.* (see pp. 177-192 concerning family policy in Europe).

Sundel, Martin and Carolyn Homan, "Prevention In Child Welfare: A Framework for Management and Practice." Child Welfare. 58:8 (September-October 1979): 510-521.

Vincent, C.E., "Mental Health and the Family," in Glasser, H. and L. Glasser. (eds.), Families In Crisis. Harper and Row Publishers, 1970. pp. 319-360.

Yarrow, L.J., "Separation From Parents During Early Childhood," in Review of Child Development Research. Vol. 1, New York: Russell Sage, 1964.

Learning Exercises:

See Appendix for description of three exercises and handouts for students which demonstrate the impact of separation.

STUDENT OUTLINE & READINGS

Topic 2: Home-Based Family Centered Services To Prevent Separation of Children From Their Families

Topic Objectives: For students to: (a) understand how home-based family centered services are defined, (b) realize the historical development of HBFCS, (c) understand the underlying principles and concepts inherent in the HBFCS approach, (d) appreciate the cost effectiveness features of the HBFCS approach.

Topic Issues:

A. The Nature of HBFCS
B. Traditional and Current Development of HBFCS
C. Special Features of HBFCS
D. Economic Aspects of the HBFCS Approach

Readings:

Goldstein, H., "Providing Services To Children In Their Own Homes: An Approach That Can Reduce Foster Placement." Children Today. 2(4), July/August 1973: 2-7.

Levine, Theodore and Elizabeth McDaid, "Services To Children In Their Own Homes: A Family Based Approach," in Maybanks, Sheila and Marvin Bryce, Home-Based Services To Children and Families: Policy, Practice, Research. op. cit. pp. 260-271.*

Lloyd, J.C. and M.E. Bryce. Placement Prevention and Family Unification: A Practitioner's Handbook for the Home-Based Family Centered Program. National Clearinghouse for Home-Based Services To Children and Their Families, School of Social Work, University of Iowa (Chapters 1, 2, 3, and 6).*

Handouts:

"Definition of HBFCS Model"

INSTRUCTOR NOTES & ADDITIONAL READINGS

Readings:

Bryce, Marvin E., and Michael D. Ryan, "Intensive In-Home Treatment: An Alternative To Out-Of-Home Placement." Toward Human Dignity: Social Work In Practice. John W. Hanks. (ed.) Washington: National Association of Social Workers, Inc., 1978.*

Bryce, M.E. and J. Lloyd. (eds.) Treating Families In the Home: An Alternative To Placement. Publisher: Charles C. Thomas, Springfield, Ill., 1981.*

Bryce, M.E. and J.C. Lloyd. Placement Prevention and Family Unification: Planning and Supervising the Home-Based Family Centered Program. Clearinghouse for Home-Based Family Centered Services to Children and Their Families, School of Social Work, University of Iowa., 1980.*

Children Without Homes. Washington, DC: Children's Defense. 1978: 1-55, 153-160.*

Costin, L.B. Child Welfare: Policies and Practice. New York: McGraw-Hill, 1972, Chapter 6.

Jones, M., et. al. A Second Chance For Families - Evaluation of a Program To Reduce Foster Care. New York: Child Welfare League of America, 1976.

Maybanks, S. and M. Bryce. (eds.) Home-Based Services For Children and Families. Springfield: Charles C. Thomas, Publisher, 1979, Chapters 1, 2, 19-26.*

Mott, Paul E. and Bill Lunsford. Home-Based Services For Children and Their Families. The Child Welfare Information Exchange, The Children's Bureau, 1979 pp. 8-15.*

Sherman, E.A., et. al., Services to Children In Their Own Homes, New York: Child Welfare League of America, 1974.

CDN: Handouts for student readings on the nature of HBFCS are located in Appendix E: "Definition of HBFCS Model".

STUDENT OUTLINE & READINGS

Rice, R.M., "Reducing Substitute Child Care Through National Family Policy". Child Welfare Strategy in the Coming Years. Washington, D.C.: Children's Bureau, DHEW, 1978, 431-465.

Turitz, Zitha, "Issues in the Conceptualization of Social Work Services for Children in Their Own Homes". Child Welfare, Vol. 47 (February 1968).

Handout: "Definition of Home-Based Family Centered Model"

INSTRUCTOR NOTES & ADDITIONAL READINGS

"Staying Out of Foster Care", in Redirecting Foster Care: A Report to the Mayor of the City of New York. The Mayor's Task Force on Foster Care Services, June, 1980, pp. 13-27. (A xeroxed copy of this chapter can be obtained from the Region III Child Welfare Training Center and the full report can also be borrowed from the Center).*

Audiovisual:

Home-Based Family Centered Services: A Basic View

A slide tape feature which serves as an introduction to concept of home-based services - 20 minutes.* Available on loan (free) from Region III Child Welfare Training Center.

STUDENT OUTLINE & READINGS

Topic 3: Identification, Assessment and Treatment of High-Risk Families Served By HBFCS

Topic Objectives: For students to: (a) understand the different types of stress situations that promote out-of-home placements among high-risk families, (b) identify commonalities that occur in various types of high-risk families, (c) learn how to assess the strengths and needs among high-risk families, (d) learn how to set treatment goals through service contracting, (e) have an awareness of the type of skills, stresses and rewards of the HBFCS worker.

Topic Issues:

A. Stress Factors Among High-Risk Families

1. Teenage parents
2. Alcoholism/drug abuse
3. Employment - Unemployment - Underemployment
4. Chronic poverty
5. Social isolation
6. Child/Adolescent/Spouse Abuse
7. Multiple Stress Families
8. Migrant Families
9. Ethnicity
10. Poor Health/Mental Health

Readings:

Billingsley, Andrew, "Black Families At Risk: National Policies and Systemic Influences Contributing to the Phenomenon." Readings In Child Protection. Ed. Johanne C. Dixon. New York: National Urban League Child Abuse and Neglect Resource Center, 1980, 1-16.

Butehorn, L., "A Plan For Identifying Priorities In Treating Multi-Problem Families." Child Welfare. 57:6, 1978: 365-372.

Cohen, Jerome, "Race As A Factor In Social Work Practice." in Rodger R. Miller (ed.) Race, Research and Reason: Social Work Perspectives. New York: NASW, 99-144, 1969.

Daniel, J. and J. Hyde, "Working With High-Risk Families: Family Advocacy and the Parent Education Program." Children Today. (4): 23-25, 1975.

Howard, M., "Young Parent Families." Child Welfare Strategy In the Coming Years. Washington, DC: Children's Bureau, 1978: 195-226.

INSTRUCTOR NOTES & ADDITIONAL READINGS

Readings:

Brown, G.E. The Multi-Problem Dilemma. Metuchen, N.J.: Scarecrow Press, 1968.

Geismar, Ludwig L. Family-Centered Project. St. Paul: University of Minnesota, 1956.

Geismar, Ludwig L. 555 Families, A Social Psychological Study of Young Families In Transition. New Brunswick, N.J.: Transaction Books, 1973.

Geismar, Ludwig L. and M.A. Lasorte. Understanding the Multi-Problem Family, a Conceptual Analysis and Exploration In Early Identification. New York: Associated Press, 1964.

Green, F.C., "The Identification and Treatment of Black Families At Risk In Clinical and Medical Settings: A Book To Prevention and the Future," in Readings In Child Protection. Johanne C. Dixon (ed.) New York: National Urban League Child Abuse and Neglect Center, 1980, pp. 17-81.

Henderson, George. Understanding and Counselling Ethnic Minorities. Springfield, ILL: Charles C. Thomas, 1978, 535 pp.

Jenkins, S. and M. Sauber. Paths To Child Placement: Family Situations Prior To Foster Care. New York: Community Council of Greater New York, 1966.

Maybanks and Bryce, op. cit., Chapters 19-26 contain many examples of these high-stress family situations. Chapter 25. "In-Home Family Support Services: An Ecological Systems Approach" is particularly pertinent.*

Mindel, Charles H. and Robert W. Haberstein. Ethnic Families In America. New York: Elsevier Scientific Publishing Co., Inc., 1976.

Truitt, A. and F. Ross-Sheriff, Adolescent Parenting: A Teaching Guide For Teenage Parents. Associates for Renewal in Education, Inc., Washingto[illegible]DC, 1981.*

STUDENT OUTLINE & READINGS

Jenkins, Shirley and Barbara Morrison, "Ethnicity and Service Delivery." American Journal of Orthpsychiatry. 48:1 (January 1978): 160-165.

Kadushin, A. Child Welfare Services. (3rd ed.), N.Y.: MacMillan Publishing Co., 1979: 13-29, 52-71.

Lissovoy, V., "Child Care by Adolescent Parents." Children Today. 2:4, July-August, 1973.

Handout:

Research Capsule No. 11: Poverty in America: The Impact on Children and Families, Northwest Regional Child Welfare Training Center, School of Social Work, University of Washington, March, 1981. (See Appendix)

INSTRUCTOR NOTES & ADDITIONAL READINGS

STUDENT OUTLINE & READINGS

B. Assessing and Treating Family Stress, Service Planning and Engaging In Service Contracting

1. Assessing family strengths/needs
2. Service contracting

Readings:

Horejsi, Charles. Parents With Children In Foster Care: A Guide To Social Work Practice. Department of Social Work, University of Montana, pp. 70-87 and Chapter 6: "Assessment and Service Agreements," 1980.

Jones, M. and J. Biesecker. Goal Planning In Children and Youth Services. Dept. HHS, Children's Bureau, Publication No. (OHDS) 81-30295, 1981.*

Kinney, J. et. al., "Assessment of Familes In Crisis," in Bryce, M.E. and June C. Lloyd (eds.) Treating Families In the Home: An Alternative To Placement. Charles Thomas, Publisher, Springfield, Ill., 1981.*

Levine, Rachel A., "Treatment In the Home," Social Work, 9, January, 1964, 19-28.

Maluccio, A.N. and W.D. Marlow, "The Case For the Contract," Social Work 19, No. 1, January, 1974, pp. 28-37.

Minuchin, S., et. al., "Family Assessment," in Minuchin, S., et. al., Families In the Slums, Chapter 7, New York: Basic Books, 1967.

Moynihan, S.K., "Home Visits For Family Treatment," Social Casework, 55, December, 1974, pp. 613-617.

Reissman, Frank, "Lower Income Culture: The Strengths of the Poor," Journal of Marriage and The Family. XXVI, No. 4, 1964, 417-21.

Learning Exercises:

Students will be requested to participate in learning exercises devoted to assessment of individual and family strengths/needs and to practice the art of service contracting with cases supplied by the instructor.

INSTRUCTOR NOTES & ADDITIONAL READINGS

CDN: The forms of case assessment and treatment approaches (e.g., goal planning, task-centered, psychodynamic, behavioral, etc.) utilized by the instructor will naturally be shaped by the instructor's preferences and the nature of the curriculum. However, this outline has a preference for the goal-planning approach which is highlighted in some of the student and instructor readings. The use of case illustrations should focus upon high-risk families in terms of case assessment, service planning and service contracting. (See also suggested exercises in appendix or readings by Jones and/or Scott).

Readings:

Bloom, M. Life Span Development: Basis for Preventive and Interventive Helping. New York: MacMillan Co., Inc., 1980.*

Epstein, Laura. Helping People: The Task Centered Approach. C.V. Mosby Co., St. Louis, 1980. (also has an instructor's manual)*

Hartman, A., "Diagrammatic Assessment of Family Relationships," Social Casework, October, 1978.

Jameson, B., et. al. Guidelines for Rating the Level of Family Functioning in Richmond, Virginia. Social Research Associates, Inc., 1980.*

Jones, Martha and John Biesecker. Trainer's Manual for Goal Planning and Permanency Planning In Children and Youth Services. Office of Human Development Services, Administration for Children, Youth, and Families, Children's Bureau, Publication No. (OHDS) 81-302966, 1981.*

Lewis, J.M. How's Your Family? A Guide To Identifying Your Family's Strength's and Weaknesses. New York: Brunner/Mazel, Inc., 1979.

Minuchin, S. et. al., "The Disorganized and Disadvantaged Family," in Minuchin, S. et. al. Families In the Slums. New York: Basic Books, 2967, Chapter 5.

Scott, Robert A. and P.S. Houts. Individualized Goal Planning With Families In Social Services. Hershey, PA, Department of Behavioral Science, College of Medicine, Pennsylvania State University, 1978.*

Stein, T.J., Eileen Gambrill and Kermit Wiltse, "Foster Care: The Use of Contracts" in Foster Care, a reprint from Public Welfare, Winter, 1974, pp. 20-25.

Stein, T.J., "Contracts and Outcomes In Foster Care," Social Work, Vol. 22, No. 2, March, 1977.

Learning Exercise: See Appendix for Case "C" and learning exercises which can be used by the instructor to illustrate issues in Topic 3.

STUDENT OUTLINE & READINGS

Topic 4: Traditional Social Work Services To High-Risk Families

Topic Objectives: For students to: (a) understand the significance of the various types of traditional social services in providing HBFCS, (b) understand how these traditional services are coordinatd by the HBFCS worker on behalf of the family, (c) identify the barriers to effective HBFCS services within the traditional social services.

Topic Issues:

A. Cash Assistance

B. Social Networks

C. Parenting Skills/Parent Aides

D. Family Planning

E. Day Care

F. Family Therapy

G. Family Careworkers/Homemakers

A. Cash Assistance

Usually necessary before other services such as counseling and/or therapy with children and their families. Emphasized are the ways in which case assistance impacts families in the public sector. Forms of cash assistance include social insurance, public assistance, food stamps, supplemental security income, emergency assistance, medical assistance.

Readings:

Chambre, S., "Welfare, Work and Family Structure." Social Work, March, 1977.

Edelstein, R.I., "Early Intervention In the Poverty Cycle." Social Casework. 53(7), 1972, pp. 418-424.

Kadushin, A. Child Welfare Services, (3rd ed.) New York: MacMillan Publihsing Co., Inc., 1980. Chapter 4, "Supplementary Services: Social Insurance and Public Assistance," pp. 115-150.

INSTRUCTOR NOTES & ADDITIONAL READINGS

CDN: A complete, detailed review of all services which might potentially be used in work with families in their own homes is impossible, given the time constraints. The services listed ought to be supplemented by at least a quick recognition review of other major services such as: educational/vocational training, physical health, mental health, alcohol treatment, drug treatment, counseling (family, marital, individual), and so on. A handout might be developed by the instructor listing these types of services/agencies in the local community. In this module it is important to stress the role of the family worker in advocating for and coordinating these various services and in creating resources when the available services do not meet the need.

Discussion of services to families should begin with least intrusive services and proceed to discussion of services of greater intervention.

Case examples to illustrate specific types of services can also be selected by the instructor to coincide with the choice of emphasis in this section.

Readings:

Bernstein, B. and W. Meagan. The Impact of Welfare On Family Stability. New York: Center for New York City Affairs, New School of Social Research, 1975.

Children Without Homes, Washington, DC: Children's Defense Fund, 1978: 106-122, provides a brief description of 34 federal programs with direct or indirect impact on families and children - students may wish to obtain a photocopy for reference purposes.*

MacDonald, M. and I. Sawhill, "Welfare Policy and The Family." Public Policy, 26(1), Winter, 1978, pp. 89-119.

Returning Children To Their Own Homes, Chapter 2, in Redirecting Foster Care, op. cit. pp. 29-40.

SPN: An interesting discussion to pursue in class is the role that poverty (lack of adequate assistance) plays in the placement of children in foster care. A comparison of local foster home rates to cash assistance available to families in their own homes could be enlightening.

STUDENT OUTLINE & READINGS

B. Social Networks and Self-Help Groups

Identifying and engaging networks as helpers - the characteristics of self-help groups and their operational dynamics.

Readings:

Katz, A.H., "Self-Help Organization and Volunteer Participation in Social Welfare." Social Work, 15(1), January, 1970: 51-60.

Patterson, S.L., "Toward Conceptualization of Natural Helping." Arete, 4(3), 1977: 161-171.

Rueveni, U., "Network Intervention With a Family In Crisis." Family Process, 14, 1975.

Tolsdorf, C.C., "Social Networks, Support and Coping: An Exploratory Study." Family Process, 15(4) 1976: 407-414.

C. Parent Skills Training/Parent Aides

- Parent effectiveness training - how it can help;
- use of parent aides (volunteers) to facilitate home-based services.

Readings:

Arch, S.D., "Older Adults As Home Visitors Modeling Parenting For Troubled Families." Child Welfare, 57(9) November, 1978: 601.

Brown, F.H., "Effective Use of Caretakers As An Alternative To Placement," in Bryce, M.E. and J.C. Lloyd (eds.) Treating Families In the Home: An Alternative To Placement. C. Thomas, Publisher, Springfield, Ill., 1981.*

Carrol, N.A. and J.W. Reich, "Issues in the Implementation of the Parent Aide Concept." Social Casework, 59(3) March, 1978: 153.

INSTRUCTOR NOTES & ADDITIONAL READINGS

Readings:

Baker, F., "The Interface Between Professional and Natural Support Systems." Clinical Social Work Journal, 5(2) 1977: 139-148.

Carbino, R., "Developing A Parent Organization: New Roles for Parents of Children In Substitute Care," in Maluccio, A.N. and P.A. Sinanoglu, The Challenge of Partnership: Working With Parents In Foster Care. Child Welfare League of America, 1981.

Collins, A.H. and D.L. Pancoast. Natural Helping Networks: A Strategy For Prevention. Washington, DC: NASW, 1976.

Erickson, G., "The Concept of Personal Network In Clinical Practice." Family Process, 14(4), 1975.

Mohamoud, J., "Parents Anonymous In Minority Communities" in A National Center On Child Abuse and Neglect Reprint, Publication No. (OHDS) 78-30135, 1978, pp. 5.

Pancoast, D., "Finding and Enlisting Neighbors To Support Families," in James Garbarino and S. Holly Stocking (eds.) Protecting Children From Abuse and Neglect: Developing and Maintaining Effect Support Systems For Families. San Francisco: Jossey-Bass, 1980.

Rueveni, U. Networking Families In Crises. New York: Human Sciences Press, 1979.

Readings:

Gifford, Carla et. al. Parent Aides In Child Abuse and Neglect Programs. Washington, DC: Children's Bureau, DHEW, 1979, pp. 1-33.*

Gordon, T. P.E.T.: Parent Effectivess Training. New York: Peter H. Wyden, 1970.

Helfer, Ray E. Childhood Comes First - Crash Course In Childhood For Adults. E. Lansing, Michigan: Ray E. Helfer, 1978.*

Karlshruber A., "The Nonprofessional As a Psychotherapeutic Agent." American Journal of Community Psychology. 2(1) March, 1974, pp. 61-77.

STUDENT OUTLINE & READINGS

Epstein, N. and A. Shainline, "Paraprofessional Parent-Aides and Disadvantaged Families." Social Casework. (55): 230-236, 1974.

Fein, E., "Motivating Attendance in Parent Education Groups." Social Work, 17(4), July, 1972, pp. 105-106.

Lambre, Delores, et. al. Home Teaching With Mothers and Infants. Ypsilanti: High/Scope Educational Research Foundation, 1974.

Miller, R., "Family Life Education: An Experiment in Agency Outreach." Social Work, 13(4), October, 1968, pp. 72-77.

D. Family Planning

Role in prevention - service delivery models - role of social worker.

Readings:

Jaffe, F.S. and J.G. Dryfoos, "Fertility Control Services for Adolescents: Access and Utilization." Family Planning Perspectives, 8(4), 1976, pp. 167-175.

Okada, Louise M. and D.G. Gillespie, "The Impact of Family Planning Programs on Unplanned Pregnancies." Family Planning Perspectives, 9, July-August, 1977, pp. 173-176.

Meyer, H.J. and J. Stone, "Family Planning In the Practice of Social Workers." Family Planning Perspectives, 6, 1974, 176-183.

Torres, A., "Rural and Urban Family Planning Services In the United States." Family Planning Perspectives, 11, March-April, 1979, pp. 109-114.

Handout:

Research Capsule No. 3 "Preventing Teenage Pregnancy," Northwest Regional Child Welfare Training Center, School of Social Work, University of Washington, March, 1980. (see Appendix)

INSTRUCTOR NOTES & ADDITIONAL READINGS

Keith, P., "Perceptions of Participants In a Family Life Education Program." Social Casework, 59(2), February, 1978, pp. 116-119.

Morris, L.A. (ed.) Education for Parenthood: A Program Curriculum and Evaluation Guide, Washington, DC: Childrdn's Bureau, DHEW, 2977.*

Soyka, Patricia, "Homemaker - Home Health Aide Services For Handicapped Children." Child Welfare LV(4), April, 1976, pp. 241-251.

Readings:

Cutright, Phillips, "AFDC, Family Allowance and Illegitimacy." Family Planning Perspectives, 2,4, October, 1970, pp. 4-9.

Garland, Patricia, "Illegitimacy - A Special Minority - Group Problem In Urban Areas - New Social Welfare Perspectives." Child Welfare, 45, 2, February 1966, 81-88.

Kamerman, S.B. and A.J. Kahn. Social Services In the United States, Policies and Programs. Philadelphia: Temple Press, 1976, pp. 387-434.*

Lindsay, K., "Birth Control and the Black Woman." Essence. October, 1970, pp. 56-57, 70-71.

Plionis, M., "Adolescent Pregnancy: A Review of the Literature." Social Work. July, 1975, pp. 302-307.

Sandberg, E.C. and R.I. Jacobs, "Psychology of the Misuse and Rejection of Contraception." American Journal of Obstetrics and Gynecology. 110, 1971, pp. 227-242.

Sung, K.T., "Family Planning Services for Indigent Women and Girls." Health and Social Work, 3(4) 1978: pp. 152-172.

STUDENT OUTLINE & READINGS

E. Day Care

Family based vs. center based - custodial perspective vs. developmental perspective - licensing - role of social worker with child and parents - respite care for parents of handicapped children.

Readings:

Costin, Lela B. Child Welfare Policies and Practice. (2nd ed.) McGraw-Hill Book Co., 1979, pp. 397-493.

Emlen, A., "Slogans, Slots, and Slander: The Myth of Day Care Need." American Journal of Orthopsychiatry, 43(1) January 1973: 23-36.

Kadushin, A., op. cit.: Chapter 7, pp. 267-312.

F. Family Therapy

Traditional and recent approaches - preventive - intensive in-home focus.

Readings:

Bryce, M. and M.D. Ryan, "Intensive In-Home Treatment: An Alternative To Out-Of-Home Placement," in Hanks, John D. (ed.) Toward Human Dignity: Social Work In Practice. Washington: NASW, 1978.*

Cade, B., "Therapy With Low Socio-Economic Families." Social Work Today, 6(6).

Ferken, A. and R. Jules, "How To Succeed In Family Therapy: Set Reachable Goals - Give Workable Tasks," in Sager, C.J. and H.S. Kaplan, (eds.) Progress in Group and Family Therapy. pp. 346-375.

McAdoo, Harriet P., "Family Therapy in The Black Community." American Journal of Orthopsychiatry. XLVII, No. 1, 1977, 75-79.

Moynihan, S.K., "Home Visits For Family Treatment." Social Casework, 55, December, 1974, pp. 612-617.

Speck, R.V., "Family Therapy In the Home, " in Ackerman, et. al., (eds.) Expanding Theory and Practice In Family Therapy; also in Journal of Marriage and Family, 26, 1964, pp. 72-76.

INSTRUCTOR NOTES & ADDITIONAL READINGS

CDN: Obtain and review for class state and/or local day care licensing criteria.

Readings:

Emlen, A.C., B.A. Donohue, and R. LaForge. Child Care by Kith: A Study of the Family Day Care Relationships of Working Mothers and Neighborhood Caregivers. Corvallis, OR: Continuing Education Publications, 1971.

Harper, C.L., "New Evidence On Impact of Day Care Centers On Children's Social-Psychological Development." Child Welfare, 57(8) September/October 1978: 527-531.

Hill, C.R., "The Child Care Market: A Review of Evidence and Implications for Federal Policy." Policy Issues In Day Care: Summaries of 21 Papers. Washington,DC: OASPE, DHEW, 1977: 133-137.

Kammerman, S.B. and A.J. Kahn, "The Day Care Debate: A Wider View." The Public Interest, 54, Winter, 1979, 76-93.

Rhodes, S.L., "Trends In Child Development Research Important To Day Care Policy." Social Service Review, 53(2) June 1979: 285-294.

Readings:

Bowen, M., "Family and Family Group Therapy," in Kaplan, H. and J. Sadocki, (eds.) Comprehensive Group Therapy. New York: William and Wolkins, 1971.

Erickson, G., "Teaching Family Therapy." Journal of Education for Social Work, 9, Fall, 1973, pp. 9-16.

Gufman, Alan S. and David P. Kniskern. The Handbook of Family Therapy. New York: Brunner/Mazel, 1981.

Haley, J., "Family Therapy," in Sager, C.J. and H.S. Kaplan, (eds.) Progress In Group and Family Therapy. pp. 261-270.

Minuch, N.S. et. al. Families of the Slums. New York: Basic Books, 1967, Chapter 6.

Satir, V. Cojoint Family Therapy (2nd ed.). Palo Alto, CA: Science and Behavior Books, 1967.

STUDENT OUTLINE & READINGS

G. Homemakers

Role/function - appropriate use - coordination/supervision

Readings:

Kadushin, A., op. cit.: Chapter 6, pp. 235-266.

Spinelli, L.A. and K.S. Barton, "Home Management Services for Families With Emotionally Disturbed Children." Child Welfare, 59(1) January 1980: 43-52.

Steeno, T.J., et. al., "Homemakers As Change Agents." Social Casework, 58(5) 1977: 286-293.

INSTRUCTOR NOTES & ADDITIONAL READINGS

Readings:

Costin, L., op. cit.: 162-168.

Kadushin, A., op. cit.: Chapter 6, pp. 235-266.

Kamerman, S.B. and A.J. Kahn. Social Services In the United States, Policies and Programs. op. cit., pp. 25-140.*

The National Council for Homemakers/Home Health Aide Services, Inc., 67 Irving Street, New York, N.Y. 10003 has many publications about homemaker services, available at low cost.

STUDENT OUTLINE & READINGS

Topic 5: Review of Current Home-Based Model Programs

Topic Objectives: For students to: (a) become familiar with the different models, (b) identify the major variations between the models (c) understand the salient features of all the models, (d) compare successes (avoiding out-of-home placements and cost effectiveness among models.

Topic Issues:

A. Description of HBFCS Models

1. Lower East Side Family Union - New York
2. Mendota Mental Health Institute
3. Homebuilders - Catholic Community Services of Tacoma, Washington
4. Families of West Branch - West Branch, Iowa
5. Parents and Children Together - Wayne State University - Detroit
6. Families with Emotionally Disturbed Children - Southern Home for Children - Philadelphia

B. Commonalities Among Models

C. The Role of the HBFCS Worker

D. Management/Supervision of HBFCS

Handouts: One page description of (in Appendix) each model program above. (Taken from Bryce, M. and J.C. Lloyd, Placement Prevention and Family Unification: Planning and Supervising the Home-Based Centered Program)

Readings: Bryce, Marvin and J.C. Lloyd, Placement Prevention and Family Unification: A Practitioner's Handbook for the Home-Based Family Centered Program, National Clearinghouse for Home-Based Services to Children and Their Families, School of Social Work, University of Iowa, Chapters: 3. 6. 7. 8, 9, 10, 11, and 13) 1980.*

INSTRUCTOR NOTES & ADDITIONAL READINGS

Readings:

Bedford, Linda, and Larry Hybertson, "Emotionally Disturbed Children: A Program of Alternatives to Residential Treatment". Child Welfare LIV(2) February 1975: 109-115.

Bryce, Marvin and Sheila Maybanks, (eds.) Home-Based Services for Children and Families: Policy, Practice and Research. Springfield: Charles C. Thomas, Publisher, 1979, pp. 40-50, 64-76, 91-111, 157-247, 260-307.*

Bryce, Marvin and J.C. Lloyd, Treating Families in the Home: An Alternative to Placement. op. cit., Chapters 1, 7, 10, 11, 16 and 21, 1981.

Cautley, Patricia, Home Community Treatment Manual. Madison: HomeCommunity Treatment at the Mendota Mental Health Institute, 1980.

Lloyd, J.C. and M. Bryce, Placement Prevention and Family Unification: Planning and Supervising the Home-Based Centered Program. op cit., Chapters 5-9, 11-13.*

Spinelli, Lauren A. and Karne S. Barton, "Home-Management Services for Families with Emotionally Disturbed Children". Child Welfare LIX(1) January 1980: 43-52.

Aduio-Visual:

Home and Community Treatment: Activating Family Change. 16mm color film available for rent from: Library Media Center, Mendota Mental Health Institute, 301 Drive, Madison, Wisconsin 53704. (This 35 minute film describes the development of a home-based behavior modification treatment program for families. Also depicts the study and treatment process).

Learning Objectives:

See Appendix for Cases "T" and "M" which can be used to illustrate issues in Topic 5. (Appendix K)

CDN:

The instructor may also wish to consider distributing Appendix H (Salient Similarities of Successful HBFCS Models); Appendix I (Possible Reasons For the Effectiveness of HBFCS) for student handouts in Topic 5.

SPN:

The instructor may wish to review some of the research findings associated with the HBFCS models. This is located in Appendix K: Review of Research On HBFCS Models.

STUDENT OUTLINE & READINGS

Cautley, Patricia, "Treating Dysfunctional Families at Home". Social Work 25(5) September 1980: 380-386.

Kinney, Jill et al., "Homebuilders: Keeping Families Together". Journal of Consulting and Clinical Psychology 45(2) 1977: 667-673.

Topic 6: Providing Culturally Relevant Home-Based Family Centered Services

Topic Objectives: For students to: (a) realize traditional service inadequacies to different cultural groups, (b) understand the importance of the preventive aspects of HBFCS to these groups, (c) identify cultural-ethnic values that encourage the development of HBFCS among minorities, (d) be aware of current HBFCS to different cultures:

A. Traditional Services to Minority culture groups

B. Preventive Aspects of HBFCS which are relevant to different cultures

C. Cultural-Ethnic Values that Enhance the Need for HBFCS to Minorities

Readings: Billingsly, Andrew and Jeanne M. Giovannoni, Children of the Storm: Black Children and American Child Welfare. New York: Harcourt, Brace, and Jovenovich, Inc., 1972, pp. 241-251.*

Boulette, T.R., "The Spanish Speaking/Surnamed Poor", in Child Welfare Strategy in the Coming Years, op. cit. pp.400-430.*

Chapel, John N. and Robert S. Daniels, "Home Visiting in a Black Urban Ghetto". The American Journal of Psychiatry. 126 (April 1970): 1455-1460.

Dunu, Mary Lee, "The Lower East Side Family Union: Assessing Community Services for Minority Families". In Maybanks, et. al. (eds.), Home-Based Services for Children and Families: Policy, Practice, and Research. op cit., 1979.*

Hallowitz, D. "Counseling and Treatment of the Poor Black Family" Social Casework, 56 (8(, 1975, 451-457.

INSTRUCTOR NOTES & ADDITIONAL READINGS

Readings:

Billingsley, Andrew, "Family Functioning in the Low Income Black Community". Social Casework, L, No. 10 (1969), pp. 563-572.

Blanchard, E.L. and R.L. Barsh, "What is Best for Tribal Children?" Social Work 25 (September 1980): 350-357.

Bloom, M. (ed.), Life Span Development: Basic for Preventive and Interventive Helping, op. cit., (Part III), pp. 397-446.

Brown, E.F. and T.F. Shaughessy, Educating for Social Work Practice with American Indian Families. Tempe, Arizona: Arizona State University, 1979.

Bryce, M. and J. Lloyd Placement Prevention and Family Unification: Planning and Supervising the Home-Based Family Centered Program. op. cit., Chapter 10 - "Application of HBFCS: Implications for Minority Families."

Chestang, Leon, "The Delivery of Child Welfare Services to Minority Group Children and Their Families", in DHEW, Child Welfare Strategy in the Coming Years, 1978.

Edelman, M.W., Portrait of an Inequality: Black and White Children in America, Children's Defense Fund, 1980.

Farris, Charles E. "The American Indian: Social Work Education's Neglected Minority" Journal of Education for Social Work, 11: 2 (Spring, 1975): 37-43.

Ghali, Sonia Badillo, "Cultural Sensitivity and the Puerto Rican Client". Social Casework 58, 1977.

Hill, Robert B., The Strength of Black Families, New York: Emerson and Hall Publishers, Inc. 1971.

STUDENT OUTLINE & READINGS

Ho Man Keung, "Social Work with Asian American". Social Casework 57(3) March, 1976, pp. 195-201.

Knoll, F.R., "Casework Services for Mexican Americans". Social Casework 52 (1971), pp. 279-284.

Lewis, Ronald, et al. "Social Work with Native Americans". Social Work 20(5), 1975, pp. 379-382.

Lloyd, J. and Marvin Bryce, Placement Prevention and Family Unification: A Practitioner's Handbook, op cit. pp. 21-28.

Handouts: Research Capsule No. 4: Indochinese Children and Families: An Overview, Northwest Regional Child Welfare Training Center, School of Social Work, University of Washington, Seattle, May 1980.* (See Appendix)

Research Capsule No. 5: Indochinese Children and Families: National Regional Resources, op. cit. May, 1980.* (See Appendix)

Research Capsule No. 7: The Indian Child Welfare Act of 1978: Major Provisions, op cit., August, 1980.* (See Appendix)

Learning Exercises: Cross Cultural role play exercises. (See Appendix)

INSTRUCTOR NOTES & ADDITIONAL READINGS

Sotomayor, M., "Mexican-American Interaction with Social Systems". Social Casework, 52(5), 1971, pp. 316-322.

Souflee, Federico, and Graciela Schmidt, "Educating for Practice in the Chicano Community". Journal of Education for Social Work 10:3 (Fall 1974): 75-84.

Temple, Trujillo, R.E., "Conceptions of the Chicano Family", Smith College Studies in Social Work, 45(1), November, 1974, pp. 1-20.

Wong, Janlee and James Banerian (eds.), ICHE Cultural Awareness Training Manual. San Diego, CA: Indochinese Community Health and Education Project, January, 1980, 177 pages.*

Learning Exercises: Student Exercises on role playing in cross cultural situations are in Appendix.

CND: The instructor is urged to read recent legislation at both federal and state levels, particularly noting the impact on the concept of HBFCS. In addition, analysis of recent state policy and/or planning efforts concerning HBFCS should undertaken. Especially relevant reading is the 1980 Adoption Assistance and Child Welfare Act cited below and in the student exercise.

STUDENT OUTLINE & READINGS

Topic 7: The Future of Home-Based Family Centered Services

Topic Objectives: For students to: (a) understand recent legislation, trends in some states and localities and federal interest that tends to promote the development of HBFCS, (b) identify funding, vested interest groups, traditional philosophies and policies that inhibit the potential growth of HBFCS, (c) analyze/forecast the future of the HBFCS approach.

Topic Issues:

A. Factors Promoting HBFCS

B. Barriers to Implementing HBFCS

C. The Future of the HBFCS Approach

Readings:

Horejsi, Charles, R., "The St. Paul Family Centered Project Revisited: Exploring An Old Gold Mine", in Bryce, M. and J. Lloyd, (eds.), Treating Families in the Home, op cit., pp. 12-24.*

Kadushin, A., "Child Welfare Strategy in the Coming Years: An Overview" pp. 36-46 in DHEW, Child Welfare Strategy in the Coming Years, 1978.*

Turitz, Zitha R., "Obstacles to Services for Children in Their Own Homes". Child Welfare XL(6) June, 1961.

Exercises: Students are requested, either individually or in small groups to select sections of The 1980 Adoption Assistance and Child Welfare Act, discuss these social security ammendments in terms of: 1) the potential impact on children's services at the state level; 2) implications for the development of home-based services. This exercise might, at the discretion of the instructor, also serve as final semester/quarter paper.

INSTRUCTOR NOTES & ADDITIONAL READINGS

Readings:

Bryce, M. and J. Lloyd, Placement Prevention and Family Unification: Planning and Supervising the HBFCS Program, op. cit., Chapter 13.*

Bryce, M.E., "Home-Based Family Centered Care: Problems and Perspectives" in Bryce, M. and J. Lloyd, (eds.), Treating Families in the Home. op cit.*

Children's Defense Fund. Children Without Homes. Washington, D.C.: Children's Defense Fund, 1979.*

The Adoption Assistance and Child Welfare Act of 1980 (P.L. 96-272). Federal Register, Vol. 45, No. 252, 3, Wednesday, December 31, 1980, Department of Health and Human Services, Office of Human Development Service and Health Care Financing Administration.* For an excellent critial review of the Adoption Assistance Act of 1980, see pp. 709-738 in John J. Musewicz, "The Failure of Foster Care: Federal Statuatory Reform and the Child's Right to Permanence", reported from Southern California Law Review. Vol. 54, May 1981, No. 4.

Guidelines For Development of State Child Welfare Service Plans: Final Guidelines (Title IV-B) Federal Register, Vol. 46, No. 3, Tuesday, January 6, 1981. Department of Health and Human Services, Office of Human Development Services. (Pages 1568-1569 describe specific guidelines to states concerning services to children in their own homes.)

SELECTED COURSE READINGS

47

HOME-BASED FAMILY CENTERED SERVICES FOR CHILDREN AND FAMILIES

SELECTED COURSE READINGS

This document accompanies the MSW level Home-Based Family Centered Services course developed by the Region III Child Welfare Training Center. It includes selected readings identified in the course outline by a single asterisk, provides annotation for these selected readings, and documents their availability. The readings follow the order in which they are placed in the course outline. A reading or book that is referred to more than once in the course outline is annotated only once. That annotation will occur at the point that the reading is first mentioned.

NOTE:

*Readings marked with a single asterisk (*) in this listing are for sale by the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. Refer to Stock No. or GPO No. and the DHEW No., along with the FULL title, when ordering.

**Single copies of publications that have a double asterisk (**) in this listing are available free, as long as supplies permit, by writing to LSDS, Department 76, Washington, D.C. 20401. Use DHEW No. and GPO No. along with the FULL title in your order.

Topic 1: Maintaining Families to Prevent Disruption/Separation

1. Handouts -

   A. "Only People Cry" by Alice Winter. Appeared in Woman's Day magazine, September, 1963. This story focuses on the feelings of a child who has experienced multiple foster care placements. The impact of placement disruptions and subsequent separations is clearly seen in this child's thoughts and fantasies. (See Appendix)

   B. "Separation and Placement" - an excerpt from Comprehensive Emergency Services. Discusses tasks a child is faced with during separation and placement, traumatic after effects of separation and techniques to avoid such after effects. The entire copy of Comprehensive Emergency Services is available free from the Region III Child Welfare Training Center. (See Appendix)

2. Fahlberg, Vera, "Attachment and Separation" (Chapter V). Training in the Adoption of Children With Special Needs. Project CRAFT and the University of Michigan School of Social Work, Ann Arbor, Michigan, 1980.

   Chapter V of the Project CRAFT Manual provides a wealth of material to use in teaching the process of attachment and the impact of separation in normal human growth and development.

   The entire CRAFT workbook can be purchased for $30.00 from Project CRAFT, School of Social Work, University of Michigan, 1015 E. Huron Street, Ann Arbor, Michigan 48104. Contact person: Ellen Saalberg (313) 763-4260.

   Chapter V can be purchased as an individual workbook for 60¢ from Julie Horn, Michigan Department of Social Services, P.O. Box 30037, Lansing, Michigan 48909.

3. Horejsi, R.; Bertsche, Anne; and Clark, Frank. Parents With Children in Foster Care: A Guide To Social Work Practice, Springfield: Charles C. Thomas, Publisher, 1981.

   This book presents information about the parents of children in foster care as preparation for the stressful and critical job as a social worker in the child welfare field. Provides practical suggestions and guidance on ways of working with parents and agency policies as well as focusing two chapters on job related stress and burnout. Book is written in a question/answer format for workers/students with little training or experience. Chapter 1 deals with the meaning of family disruption/separation to parents and their reactions to it.

Availability - To be published in 1981. Cost and date of release not yet available. For information, please write:

Payne Thomas
Charles C. Thomas, Publisher
301 - 327 E. Lawrence Avenue
Springfield, ILL. 62717

4. Horejsi, Charles R. "The St. Paul Family Center Project Revisited .... or Exploring An Old Gold Mine," in Bryce, M. and Lloyd, J. (Eds.) Treating Families In The Home: An Alternative to Placement, C.C. Thomas, Springfield, Ill., 1981.

The author reminds the reader that some of the valuable data results and casework techniques tested and found successful in the 1956 St. Paul Study are indeed a gold mine for those involved in working with multi-problem families. A summarized review of these findings can be very useful to the instructor....especially in pointing out to students the first documented effort on home-based services.

5. Moss, S.Z. and M.S. Moss, "Separation As A Death Experience", Child Psychiatry and Human Development. 3(3), Spring, 1973. Discusses the process a child goes through in adjusting to separation from a parent - anger, despair, threat to self - and the long term implications of an early childhood separation.

6. "Separation of Children From Their Families" Chapter I of Permanent Planning Handbook, a publication developed by the Virginia Department of Welfare, Division of Social Services, Richmond, Virginia under a grant (90-C-993) from DHEW.

This handbook was developed by the Virginia Department of Welfare as a part of an effort to provide for the orderly, goal oriented case management of permanent planning for Virginia's children. It is designed as a practical "how to" for social workers on both the line and supervisory levels. The handbook contains the following:

(a) A conceptual framework for understanding the various psycho-social processes common to all human beings and in particular, to families and children separated by placement.

(b) Step by step procedures for analyzing, selecting, and carrying out permanent plans for children.

The Handbook serves as an excellent source for both practical and conceptual information about working with families. It is available at no cost from the Virginia Department of Welfare. Contact person is Beverly Buran (804) 281-9403.

7. Steiner, G.Y., The Futility of Family Policy. The Brookings Institution, Washington, D.C., 1981.

Steiner, who also wrote Children's Cause, explores in this book, the prospects for defining a national family policy. He traces this policy idea through several recent administrations, presents current realities confronting the family policy stance and discusses the European response to these issues.

Topic 2: Home-Based Family Centered Services to Prevent Separation of Children From Their Families

1. Bryce, Marvin E., and Michael D. Ryan, "Intensive In-Home Treatment: An Alternative to Out-of-Home Placement", Toward Human Dignity: Social Work In Practice, John W. Hanks, ed. Washington: National Association of Social Workers, Inc., 1978.

This is a description of a specific intensive, comprehensive, home-based, family centered treatment model; that of FAMILIES, Serving a nine-county catchment area in Eastern Iowa. Factors involved in designing and implementing the program are discussed. Specific cases are presented as examples of families in the program. Techniques used in working with these families and in obtaining community support are discussed.

2. Bryce, M. and J. Lloyd, Treating Families In The Home: An Alternative To Placement. Springfield, Ill., Charles C. Thomas, Publisher, 1981.

The second National Symposium on Home-Based Services held in April, 1979 generated this book. Articles are provided by practitioners, trainers and teachers from a variety of disciplines, but all of them are involved in some area of home-based services. A considerable portion of the book is devoted to articles that focus on service delivery in the home. (352 pages, cost $24.75)

3. Bryce, M. and J. Lloyd, Placement Prevention and Family Unification: Planning and Supervising the Home-Based Family Centered Program. National Clearinghouse for Home-Based Services to Children and Their Families, School of Social Work, The University of Iowa, 1980. (cost $7.00)

This book's focus is on the management of the HBFCS, staffing patterns, use of volunteers and descriptions of current HBFC models. This book is essential reading for the instructor.

4. Children Without Homes, An Examination of Public Responsibility to Children in Out-of-Home Care

   Published by the Children's Defense Fund, 1520 New Hampshire Avenue, N.W., Washington, D.C. 20036, 1978.

   Based on a study of child welfare and other child caring systems in seven states, this report tracks the patterns of decisions that subject children removed from their homes and their families to public abuse and neglect. Vivid illustrations of how our laws, fiscal disincentives and official policies all serve to undermine family stability - at great cost to the children and to society. Specific recommendations for change at the federal, state and local are included. ("Illustrated". 282 pp. cost - $5.00)

5. Levine, Theodore and Elizabeth McDaid, "Services to Children In Their Own Homes: A Family Based Approach", in Maybanks, S. and Bryce, M. Home-Based Services to Children and Families: Policy, Practice, and Research. C.C. Thomas, Springfield, Ill., 1979, pp. 260-271. (cost - $19.75)

   Youth Services Inc. was one of the first agencies in the country to implement, in an organized manner, the concept of home-based services in Philadelphia. This chapter provides very good introduction to the student's exposure of a home-based service program.

6. Lloyd, J. and M. Bryce, Placement Prevention and Family Unification: The Practitioner's Handbook for the Home-Based Family Centered Program. National Clearinghouse for Home-Based Services to Children and Their Families, School of Social Work, The University of Iowa. (cost $7.00)

   This book is particularly helpful to the student for it defines the home-based concept and the various aspects associated with that service such as the service team, initiating service, in-home assessment and planning, the nurturing and reparenting role of the HBFC worker and other roles. The instructor should also be well acquainted with this material.

7. Maybanks, S., and M. Bryce (eds.) Home-Based Services for Children and Families: Policy, Practice, and Research, Springfield, Ill., Charles C. Thomas, Publisher, 1979 (cost - $19.75) A publication of the proceedings of the First National Symposium on Home-Based Services. Intended to provide theoretical background of sufficient depth to encourage support of home-based services.

Policy section traces the history of social services to families and places the trend back to home-based care in historical, economic, and theoretical perspectives. Practice section describes 19 home-based programs. Research section evaluates efficacy and cost effectiveness of home-based programs.

8. Mott, Paul E., and Bill Lunsford, Home-Based Services for Children and Their Families. Child Welfare Resource information Exchange. Washington, D.C., Children's Bureau, DHEW, 1979. (Contract No. 105-76-1130) Copies of this unpublished article can be made available upon request from the Region III Child Welfare Training Center.

This paper provides a very thorough discussion of the definition of child welfare services and presents the state of practice in one aspect of child welfare services, i.e., home-based services for children and their families. A rationale for home-based services is presented, the basic elements of such services are discussed and barriers which might prevent these services from being provided are dealt with. A number of successful program models are offered for consideration.

9. Rice, R.M., "Reducing Substitute Child Care Through National Family Policy, Child Welfare Strategy In the Coming Years, Washington, D.C.: DHEW, Publication No. (OHDS) 78-30158, GPO No.: 1978, 273-861.6437. Children's Bureau, DHEW, 1978, 431-465.

This article presents reasons for the need to develop a comprehensive, cohesive family policy in the U.S. The author also formulates how this could be accomplished.

10. Redirecting Foster Care: A Report to the Mayor of New York. Mayor's Task Force on Foster Care Services, June, 1980.

This task force, under the direction of Dr. James R. Dumpson, has produced a commendable document with many references and very specific policy-program recommendations. They do not have this document available now, but the Region III Child Welfare Training Center has been given permission to xerox copies of chapters (such as Chapter 1 and Chapter 2 suggested in this course) from this book should you wish to order them, free of charge, from the Center.

11. Home-Based Family Centered Services: A Basic View - This 20 minute slide-tape feature serves as an introduction to the concept of home-based services and was produced by the National Clearinghouse for Home-Based Services to Children and Their Families, School of Social Work, Oakdale Campus, The University of Iowa, Oakdale, Iowa 52319. It provides a very comprehensive overview and would be ideal to use with students or workers who are not familiar with the concept of home-based services.

Available (free loan) from the Region III Child Welfare Training Center or the National Clearinghouse at The University of Iowa.

Topic 3: Identification, Assessment and Treatment of High Risk Families Served By Home-Based Family Centered Services

1. Truitt, A. and F. Ross Sheriff, Adolescent Parenting: A Teaching Guide for Teenage Parents, Associates for Renewal in Education, Inc., Washington, D.C., 1981. (cost - $15.00)

   This book is the result of a psycho-educational program developed and used by the authors at Springarn School to Aid Youth (STAY), an alternative high school in Washington, D.C. It presents education curriculum with clearly stated learning objectives, major points to cover in each unit of study, and suggestions that resource teachers or group leaders may use in implementing the objectives.

2. Bloom, M. (ed,), Life Span Development: Basis for Prevention and Interventive Helping. New York: MacMillan Co., Inc., 1980. (cost - $11.95)

   This book's compilation of recent literature dealing with preventive intervention throughout the life cycle is a very useful general text. There are many articles that focus on stressful "high-risk" situations at various points in the life cycle. In addition Part III of the book gives special attention to practice issues among minority groups.

3. Epstein, Laura, Helping People: The Task Centered Approach, C.V. Mosby Co., St. Louis, 1980. (cost - $8.95)

   The task centered approach is closely related to the goal setting-service contracting approach and this text serves as a very helpful supplement. This text can be used by the instructor in a variety of ways, depending on the objectives of the course. The text includes a useful overview of the task centered approach with a strong emphasis on practice related concerns and issues. There is also an accompanying instructor's manual with many suggestions for practice related assignments for exercises.

4. Jameson, Barbara, Martin Adler, Jacquelyn Parker, Guidelines for Rating the Level of Functioning Scale. Richmond, VA: Social Research Associate, Inc., 1980.

   For information on ordering, contact Barbara Jameson, 1205 Westman Street, Richmond, VA 23220 (804) 355-4598). The level of Family Functioning Scale can be used as a case management assessment too or as a research instrument for program education. The scale is based on ten factors whicah research findings suggest are associated with a family's capacity to stay together and avoid doing term foster care or other kinds of separation of parents and children. This instrument is currently being used by the Richmond City Welfare Department, Richmond, Virginia.

5.**Jones, M. and J. Bisecker, Trainer's Manual for Goal Planning and Permanency Planning in Children and Youth Services. Office of Human Development Services, Administration for Children, Youth, and Families, Children's Bureau, Publication No. (OHDS) 81-30296, 1981.

This 35 page guide (available free from Region III Child Welfare Training Center while supply lasts) on goal planning is based on earlier work done by Scott and Houts (see item #6, this section) and has a similar format. There is a brief overview of learning theory along with guides for setting up a workshop or groups exercises. Permanency planning is emphasized and specific guidelines and group exercises that enhance goal training are presented.

6. Scott, R. and R.S. Houts, Individualized Goal Planning with Families in Social Services, Hershey, Pennsylvania State Department of Behavioral Science, College of Medicine, Pennsylvania State University, 1978.

This was the initial training guide developed to teach the specific, step-by-step procedures for developing goal plans with families in child welfare. This text was supported, in part, by the Virginia Department of Welfare, Richmond, Virginia. There are easy-to-read illustrations, case examples and exercises that stimulate a clear understanding of the goal planning process. Contact Dr. Scott for information about ordering copies.

Topic 4: Traditional Social Work Services to High-Risk Families

1. Children Without Homes: An Examination of Public Responsibility To Children In Out-of-Home Care? Published by the Children's Defense Fund, 1520 New Hampshire Avenue, N.W., Washington, D.C. 20036.

Based on a study of child welfare and other child caring systems in seven states, this report tracks the patterns of decisions that subject children removed from their homes and families to public abuse and neglect. Specific recommendations for change at the federal, state, and local levels are included. Illustrated, 282 pp., 1978, (cost $5.00)

2. Brown, F.H., "Effective Use of Caretakers An An Alternative to Placement", in Bryce, M.E. and J. Lloyd (eds.), Treating Families in the Home: An Alternative to Placement. C. Thomas, Publisher, Springfield, Ill., 1981.

This article describes a study of 39 families who utilized the services of a caretaker from a private agency in Chicago (Child

and Family Services) while under a contract with the State of Illinois Protective Service Agency. This private agency was one of the first agencies in Chicago to utilize homemakers and currently over 80% of the agency's program is devoted to in-home services for children. Profiles of the families served, specific case examples and a number of helpful references are listed.

3.**Gifford, Carla, et. al. Parent Aides in Child Abuse and Neglect. Washington, D.C. Children's Bureau, DHEW, 1979, pp. 1-33. DHEW Publication No. (OHDS) 79-30200.

This Manual is one of the "User Manual Series" and is available free upon request from the Region III Child Abuse and Neglect Center, Institute for Urban Affairs, Howard University, 2900 Van Ness Street, N.W., Washington, D.C. 20008. Contact person - Dolores Brandon.

4. Helfer, Ray, Childhood Comes First - Crash Course In Childhood For Adults, Published by Ray E. Helfer, Box 1781, E. Lansing, Michigan 48823, 1978.

Written for those adults who were unable to learn basic skills of interacting with others when they were children. Emphasizes that learning and improving on the skills of relating to oneself and others, especially one's children, is both critical and possible, even though this training begins late in life rather than in early childhood.

5.**Morris, L.A. (ed.) Education for Parenthood: A Program, Curriculum and Evaluation Guide, Washington, D.C.: Children's Bureau, DHEW, 1977. (DHEW No. (OHDS) 30125. GPO No.: 1978, 0-273-717)

Prepared to assist school agencies and community-based organizations in developing effective parenthood programs for teenagers, this publication provides general information about such programs and provides detailed information about materials (books, slides, films, etc.) and educational experiences available through various sources originally funded by the Children's Bureau in 1972, 178 pages. Copies available free from the Region III Child Welfare Training Center while supplies last.

6. Kamerman, Sheila B., and A.J. Kahn, Social Services in the United States: Policies and Programs. Philadelphia: Temple University Press, Philadelphia, 19122, 1976.

The main task of this volume is to clarify the activities, problems, and possibilities of a large number of discrete programs for which

the terms "Personal" and "General" social services have been proposed. Their "Personal" social services are not clearly part of the five (5) basic program fields - income maintenance, health, education, housing and employment. Programs covered are child care, child abuse and neglect, children's institutions and alternative programs, community services for the aged, and family planning. An introductory chapter focuses on an overview of programs in the "Personal" social service field, their origins and interrelatedness. The volume is long (560 pages) and very comprehensive.

Topic 6: Home-Based Centered Services to Minority Children and Families

1. Billingsley, A. and J. Giovannoni, Children of the Storm: Black Children and American Child Welfare, New York: Harcourt, Bryce, and Jovenovich, Inc., 1972, pp. 241-251.

   This book gives and excellent account of how black child welfare concerns were dealt with traditionally by the black community. Current child welfare practices to black children are also examined by the authors.

2. **Boulette, T.R., "The Spanish Speaking/Surnamed Poor", in Child Welfare Strategy in the Coming Years, op. cit., pp. 400-430.

   This article presents considerable breadth in covering the definition of this population, critiques the research and stereotyping, discusses the importance of the Spanish language and other cultural values and makes a series of program recommendations to improve the welfare of this minority.

3. Dunu, Mary Lee, "The Lower East Side Family Union: Assessing Community Services for Minority Families," in Maybanks, et. al. (eds.), Home-Based Services for Children and Families: Policy, Practice, and Research. op. cit., 1979, pp. 211-224.

   This article describes the salient features of the Lower East Side Family Union serving Hispanic, Chinese and Black Minorities in a deteriorated area of New York City. The Family Union is a semi-private and public community based early intervention project. There are four teams that provide brief direct crisis intervention services and assist in developing long range goals with each family. A case study, the unique features of the model, and the effectiveness of the program are presented.

4. **Chestang, Leon, "The Delivery of Child Welfare Services to Minority Group Children and Their Families", in DHEW, Child Welfare Strategy in The Coming Years, 1978.

   This paper identifies issues and problems in the provision, utilization, and effectiveness of child welfare services for minority

group children and their families. Although the focus is on black children and families, the policy implications may relate equally to other minority groups.

5. Edelman, M.W., Portrait of Inequality: Black and White Children in America, Children's Defense Fund, 1980.

   This gives the reader a quick, yet comprehensive and well documented review of the differences attributed to being a black or white child in America.

6. Montalvo, Frank, F., et. al., Mexican American Culture Simulator for Child Welfare: Case Work Vignettes. Volume I and II. School of Social Service. Our Lady of The Lake University of San Antonio. San Antonio, Texas, 1981.*

   These two volumes provide the individual student an opportunity to read this self administered instructional module in privacy and at ones own pace. The student can compare his answers to a series of critical incidents of Mexican-American clients to other child welfare workers answers.

7. Wong, J. and J. Banerian (eds.) ICHE Cultural Awareness Training Manual. San Diego, CA: IndoChinese Community Health and Education Project, January, 1980.

   This book contains a collection of articles, reprints, and excerpts from various sources dealing with cultural awareness training for mental health professionals. It covers cultural, linguistic, and life style similarities and differences among Vietnamese, Cambodian, Laotian and Hmong. It is a useful reference for mental health and other professionals or paraprofessionals who work with IndoChinese. Available in single copies from: Union of Pan-Asian Communities, 1031 25th Street, San Diego, CA 92103.

8. Research Capsule 5: IndoChinese Children and Families: National and Regional Resources, Northwest Regional Child Welfare Training Center, School of Social Work, University of Washington, (Seattle), May 22, 1980.

   This handout for the student identifies a number of national and regional (northwest) resources for the IndoChinese Community. Also, additional readings about IndoChinese refugees including self-help literature for IndoChinese refugees is included. Available copies (free) from Region III or Region X Child Welfare Training Centers.

Topic 7: The Future of Home-Based Family Centered Services

1.**Kadushin, A., "Child Welfare Strategy in The Coming Year: An Overview", pp. 36-46 in DHEW, Child Welfare Strategy in The Coming Years, 1978.

This is a very useful overview for the student to read. Kadushin stresses the importance of focusing on the improvement of existing services as a primary concern.

2. The Adoption Assistance and Child Welfare Act of 1980, (P.L. 96-272) Federal Register, Vol. 45, No. 252, Wednesday, December 31, 1980. Department of Health and Human Services, Office of Human Development Services and Health Care Financing Administration.

The amendments in this act describe the requirements states must meet to obtain funds for services. These requirements have considerable implication for children's services and the Federal Register describes this in considerable detail. This is essential reading for student and instructor. It is possible that block grants to states would have the effect of undermining the influence of 96-272. Nonetheless, it is still a very useful document to analyze and discuss in class. Limited copies are available (1 or 2) from:

Department of Health and Human Services
Administration of Children, Youth & Families
Child Welfare Services States Grants Division
400 Sixth Street, S.W. - Room 2534
Washington, D.C. 20203
(202) 755-8888

(Copies you obtain can be duplicated)

APPENDIX

A. Separation Articles

   1. "Separation and Placement"
   2. "Only People Cry"

B. Learning/Teaching Exercises About Separation

C. Research Capsules: 3, 4, 5, 7, 11

D. Diagrams of Model Programs

E. Definition - The Home-Based Family Centered Model

F. Cross Cultural Exercises

G. Salient Similarities of Successful HBFCS Models

H. Possible Reasons For the Effectiveness of HBFCS

I. Logistics of Placement

J. Review of Research on HBFCS Programs

K. Case Study Examples

A. Separation Articles

1. "Separation and Placement"

2. "Only People Cry"

61

SEPARATION AND PLACEMENT

Separation experiences in childhood can be disrupting to the child's normal growth. Separation of a child from his family is, therefore, warranted only when the subsequent placement can better meet the child's needs. If children are to benefit from placement, their anxieties must be recognized, understood, and dealt with. CES staff should be geared towards minimizing the potential disturbances, and techniques should be used which are appropriate to the ages and situations of the children and adults involved. The following material has been compiled to help the emergency intake worker, emergency foster family worker, and emergency foster family parents understand the traumatic effects of separation and to provide suggested techniques for minimizing these effects.

Psychological Tasks a Child is Faced with during Separation and Placement

- The child must master those feelings which are caused by being separated from his parents.
- In addition, the child has to master those feelings created by being placed with new parents.
- The child must also deal with subsequent separations from these new parents.
- Finally, the child has to deal with the problems of overcoming the threat of being close to his new parents.

Meaning of Separation and Placement to the Child

- When a child is separated from his natural parents, he usually experiences feelings of abandonment.
- The child often feels as though he is totally responsible for being abandoned by his parents.
- Blaming himself for the abandonment usually helps the child deny his anger at his parents.
- The child usually believes he was separated from his parents due to some problem he is having within the particular stage of development he is going through. For instance, a two year old child might believe his parents abandoned him because he was not learning to be toilet trained as quickly as his parents wished.
- The separated child, as a result, tends to fear punishment for his misdeeds. The younger child may expect to be totally abandoned by his parents and then to die, while the older child may fear being physically attacked and mutilated.

Anxiety Symptoms

Because children repress these feelings and fears to varying degrees, a number of anxiety symptoms may become evident. The emergency foster care worker and parents should be familiar with such anxiety symptoms as restlessness and hyperactivity, tenseness, vomiting, sleep disturbances, crying, eating and bowel upsets, thumb-sucking, bed-rocking, head-banging,

Reprint from: "Separation and Placement", CES25, from Comprehensive Emergency Services, Training Guide, 2nd Edition, National Center for Comprehensive Emergency Services to Children, Nashville, Tenn., pp. 171-176.

and masturbation. Varying degrees of resentment, withdrawal, depression, and despair may also be evident.

How the Child Attempts to Overcome the Feelings Caused by Separation and Placement.

- Children often try to cope with new situations in the same way they handled similar problems in the past.
- When some children anticipate being treated painfully, they try to overcome their fear by being the one to do the hurting.
- Some children will actively cause the thing they fear the most in an effort to overcome their fear about what they expect their new parents to do to them.
- Some children will reproduce situations in which anger toward their parents first occurred so as to punish themselves and relieve their guilt feelings.
- Children will often manipulate the feelings of their new parents in order to make them angry. This will effectively create distance between the child and his new parents and prevent emotional closeness.
- Only when a child lets himself become aware of his anxieties is he able to test them against his present situation. He then can be reassured that he will not be rejected or punished by his new parents. This will emotionally free him to benefit from the placement.

Traumatic After-Effects of Separation

The age of the child at separation and the amount of anxieties he represses influence the degree to which he will be permanently affected from separation and placement. The child under six seems to be most vulnerable to scarring. There are seven types of personality scars which could result from repression of anxieties over separation and placement.

- The child might continue to expect all future close relationships to result in abandonment or rejection.
- The child might expect all future separation experiences to occur in a similar way to what happened when he was separated from his own parents.
- Future situations where separation might occur could arouse anxiety and cause the child to use his old patterns of mastering anxiety.
- The child might fear being emotionally close to others.
- The child might also have an unconscious need to be rejected.
- The child may have a future tendency to reproduce himself in his own children or do to them what has been done to him.
- Repression of separation anxieties will prevent the child from functioning at his full physical, intellectual, and emotional capacities.

Techniques for Avoiding Traumatic After-Effects

When reading the following material, the emergency intake worker, the emergency foster care worker, and emergency foster care parents should keep in mind that there are several situations in which children are separated from familiar or "old" parents and placed with "new" parents.

Sometimes the hardest situation to work with is that in which the child is removed from his natural parents and placed in emergency foster care. Many of the recommended procedures and techniques will seem too ideal and impractical in these emergency situations. It is often not practical to expect a great deal of cooperation from the natural parents in preparing the child for separation. However, there will be situations where the child is being separated from emergency foster parents and placed in regular care or is returned to the natural parents' home. In these situations, there is more time and cooperation from foster parents and natural parents so that the recommended procedures and techniques can be used effectively.

The emergency intake worker, together with the foster care worker, should prepare the child and his natural parents for separation. The workers should first help the child's parents deal with their feelings about the placement, their feelings of failure as parents, and their own problems with separation. The parents should be encouraged to take as much responsibility as possible for preparing the child for separation. However, as mentioned above, it is often more realistic to find the parents extremely negative about the separation and therefore not willing to take much responsibility in preparing the child. In these situations, it will be important for the workers to help prepare the child in areas where his parents cannot or will not.

The steps which are recommended for preparing the child for separation may not always be possible in emergency situations where the child is being separated from natural parents. However, the steps can be used very effectively to prevent traumatic after-effects of separation in situations where the child is being transferred from emergency foster care to planned care, or his natural parents' home. The worker might provide the child with a picture of his new home and parents as well as describe the appearance of his new room and home and what his new family is like. The child should be allowed to have a brief visit in his new home, followed by a period of time back in his old home. The child should have a chance to express his feelings concerning the separation both verbally and behaviorally. Next, the child should have a longer visit in his new home and a brief spell back in his old home before the actual move is made. The old parents should be allowed and encouraged to continue contacts with the child after the transfer.

As already mentioned, these steps may not always be practical in emergency situations. However, in crisis situations it is still important that the child be allowed to have continued contact with his old parents since they are his only security and provide him with his only sense of belonging. Planned visits for parents with the child in his foster home can do much to help the child resolve his feeling of having been totally abandoned. It is reassuring to him if his parents know and show approval of the foster parents.

Separation Work with Young Children

Since direct experience rather than language is the primary instrument of learning and communicating for young children, the basic tool of separation work with them is the provision of meaningful direct experience. Several types of direct experiences should be used in separation work with young children, and here again these experiences can be used more effectively in situations other than separation of the child from his natural parents.

- The child should be present when meetings of his old and new parents occur in his old and new homes.
- The young baby should experience being fed, placed in bed, having his diapers changed, being bathed, etc., by his parent in the presence and with assistance from his old parent.
- Familiar toys, objects, foods, and routines should be used in the new home so that the child will have fewer new experiences to cope with.

As is illustrated by this case example, emergency caretakers and homemakers can also provide a bridge for the child as he moves into placement; thus, making the time for an orderly planned placement.

Case Example

A father calls CES Friday afternoon asking for placement of his five children, ages ten to three. The mother left a week ago taking the oldest girl twelve years old with her. She had not been heard from since. He suspected she was with relatives in a nearby city, but they refused to let him know.

Mr. Smith and his wife had experienced a very stormy marriage with frequent separations. He described Mrs. Smith's care of the children as poor, even when she was there as she refused to keep house or fix meals on time. However, the children missed their mother and were upset as she had never left before for any extended period. Mr. Smith, a concrete finisher, had been off from work this week but had to go back on Monday or face losing his job. The warm summer months meant long working hours for him. He could not find anyone to care for the children. If he didn't work, he would lose the house, furniture, car--everything. He certainly didn't want to place the children, but says there is no choice at this point.

Yes, he had made repeated efforts the past week to locate his wife. He had driven to the nearby city where relatives lived but no one would give him any information. He had "reached the end of his rope".

The emergency intake worker discussed with Mr. Smith possible alternatives to include placement of an emergency homemaker and day care for the two preschool age children. That would be fine. He thought he could manage nights, but he would have to work from 6:00 a.m. to 7 or 8:00 p.m. for the next several weeks. The company he worked for was pushed to finish

a job before bad weather set in. All the concrete finishers were being asked to work overtime. He really needed the money. They had so many bills.

The intake worker introduced Mr. Smith to the emergency homemaker. They went over the children's schedule to include when each child caught the bus for school and returned. He also went over his work schedule and gave telephone numbers where he could be reached in case of an emergency.

It was agreed the emergency homemaker would come out Saturday morning to meet the children. Mr. Smith would show the homemaker about children's clothes and things in the kitchen. It was agreed the emergency homemaker would come to begin her assignment Monday morning at 5:30 a.m. She would stay until Mr. Smith returned. This was to be her daily schedule.

A part of the homemaker's responsibilities to the children for the first three weeks she was at the Smith's included reassuring the children and dealing with their feelings about their mother's absence. She observed that the younger child had regressed and began soiling himself again. John, the oldest son, expressed many physical complaints to include stomach and headaches. He remained withdrawn until they had a long talk during which he wept and expressed much feeling about her being there. He didn't want her there. His mother would return if she would go away and leave them alone. The homemaker expressed understanding of John's feelings. She was sure he must be angry having a stranger come into the home to take over. John seemed relieved to direct his anger and hostility toward the emergency homemaker and not be condemned.

When the decision was made to place the children, there was a joint conference of all CES staff to discuss how much longer the emergency homemaker would stay and what should be done to prepare the children for placement.

The father discussed placement with the children, explaining since the mother could not be located after a month, they would have to go live with a foster family until he paid off some of the debts. He thought they could get back together when school was out or before the next school year.

Mr. Smith had explained to the outreach worker that his decision was finally prompted by his need to begin working out of town. His financial problems were such that he decided to rent the house, take less expensive lodging, and work overtime until he worked himself free of indebtedness. He would have to travel to southern states during the winter months.

The children were encouraged to talk with their father openly about placement. It was understood that the placement would be temporary. He would be able to reunite the family by next summer.

In the next week the emergency homemaker encouraged the children to select toys and personal items, such as radios, stuffed animals, etc. they would take along. She took them for preplacement visits along with the outreach worker. They answered many questions about the foster parents. As the time drew near for placement, it was necessary to reassure everyone that their new parents would be alright.

Mr. Smith was introduced to the foster parents; and on Sunday, his only day off, the homemaker took him along with the children for a visit with the foster parents. Mr. Smith was relieved that the foster parents "seemed alright".

After the placement and as work continued with Mr. Smith, the children were visited by their father each weekend and finally by their mother upon her return some six months later. During the early weeks of placement, Mr. Smith was often invited to dinner and to accompany the children and foster parents to church. During a period when the father was ill, the children were encouraged to mail cards and talk to him by telephone nightly. When the mother reappeared, the children again displayed acting out behavior which was trying for the foster parents. The foster parents had to be helped to understand this to enable them to help the children through this period. This created some delay in reuniting the family, as the staff assisted the parents in resolving some of their problems and helping the children make an adjustment to their mother and work through their renewed feelings about her desertion.

Adapted from: Krugman, Dorothy C. "Working with Separation," Child Welfare, 50(9): 528-537, November, 1971.

Littner, Ner. Some Traumatic Effects of Separation and Placement (New York: Child Welfare League of America, Inc., 1972).

BEST COPY AVAILABLE

ONLY PEOPLE CRY

She could hear the wind outside but that was all right. It wasn't crying. She wasn't afraid. She was just thirsty again. She got up and this time remembered to put on the new little bathrobe and slippers and went out of her dark bedroom toward the dim light at the end of the hall.

In the kitchen she kept from looking at the shining black squares of the windows. She didn't think of the places she had been before. All day long she had been careful. She hadn't done any of the bad things that made them give you back to the social worker. She turned the water on softly. She was very quiet and careful. At the last place she had splashed too much.

On her way back to the bedroom she heard the lady say, "Is the child up again? I wonder if she can't sleep." Maybe getting up after you went to bed was one of the bad things to do here.

She lay in bed, not listening to the wind or seeing the darkness of the room. She walked along the street in the sunshine and there were flowers all around and birds singing, and she came to the house where her mother and father were waiting for her. And they hugged her and cried because they had found her again. They had been looking everywhere for her, too.

When she woke up the next morning there was no sound in the house. She lay very still because then maybe the name of the people at this place would come to her. But the words, "Mr. and Mrs. Foster," kept running through her mind and she had to go over it all again. She had to think about that time long ago when the social worker had taken her to her first foster home. She had been so little and dumb that she had thought the name of the people was Mr. and Mrs. Foster. Then she learned how it was, and that a foster home was a house where the man and his wife needed some money. And if they let her come and live with them, the welfare court would send them a check every month.

Suddenly, the name Watson popped into her mind and she got up and started making her bed. As she moved, the frowning faces moved and she could hear their silent voices. She straightened the bottom sheet, tucked it in and pulled up the top sheet and blanket. Then she put on the spread. She was glad she had remembered to fold it the night before. When she was finished, she stood off and looked at the bed, and she couldn't see anything wrong with it. But maybe the faces could. Then she remembered the third place back. There the beds were aired every morning. You threw back the covers and opened the windows and an hour later you made the beds. She wished she knew what to do.

In the bathroom, she washed her face and hands and brushed her teeth, using only a little tooth paste. When she was dressed, she hung her nightgown in the closet and went to the kitchen.

When she appeared in the doorway, Mrs. Watson gave a little jump and said, "Well, Ellen, you startled me. Sit down and have some coffee."

Story by Alice Winter. Reproduced by permission of WOMAN'S DAY Magazine, a Fawcett publication, September 1963 issue.

BEST COPY AVAILABLE

BEST COPY AVAILABLE

There was something different. At this place don't be too quiet. "*I tell you it's creepy the way she sneaks around the house. I look up and there she is.*" *I couldn't stand the noise. I'm just not used to having a kid around.*"

"Do you always wake up so early?" Mrs. Watson yawned and pushed her gray hair back from her face.

"Yes, [illegible]. But I don't have to. I could sleep later."

"The dear Lord knows I could, too. But General Motors calls. Ed has to be at work at eight-thirty, and with the long drive there's no sleeping late."

"No, Ma'am." Should she offer to get up and cook Mr. Watson's breakfast? "*Not that I wanted her for the work, mind you, but all she did was sit around and read.*" "*She was always butting in trying to take over. Always wanting to do something for the Mister.*" She would keep quiet, wait and see.

Ellen poured cream and spooned sugar into her coffee. It wasn't too bad if you made it sweet enough.

She wondered if her mother would want her drinking coffee. Mrs. Watson didn't look a bit like her mother, but nobody did. Nobody was as pretty as her mother. Her mother was always clean and had powder on her nose and smelled like the flowers that were around her. They told her she had never seen her mother but if she hadn't how could her mother's face be clearer than Mrs. Watson's right now, even with Mrs. Watson sitting there across the table from her.

Mrs. Watson kept drinking coffee and began to look more awake, and finally she said, "What do you want for breakfast, honey?"

From the look of the kitchen, with the skillet on the stove and a carton of eggs out, this wasn't a corn flakes place.

"I like eggs," she said and tried to sound definite.

"Eggs it'll be. What about some bacon?"

"Yes, I like bacon, too."

She sat at the table while Mrs. Watson fixed breakfast for both of them. Different sentences kept going through her mind. "Would you like me to set the table?" "Could I help you?" "Shall I put the eggs away?" But she didn't use any of them. She would wait until she knew.

When they had finished eating, Mrs. Watson lit a cigarette and looked at her and said, "You're a quiet little thing."

Ellen smiled, but not too much. "*She's always grinning like a Cheshire cat.*" "*I couldn't stand the way she moved around. I never once saw her smile.*"

"What do you like to do, Ellen? I want you to be happy here."

---

* Words in italics are the thoughts of the child, Ellen.

BEST COPY AVAILABLE

"I like to read. But I like to work, too. I like to wash dishes and things like that."

"Do you really now?" Mrs. Watson's eyes twinkled. "Well, I tell you what. I'll wash the dishes today, but every once in a while, I'll let you do it. I promise. I won't be piggish."

"Yes, Ma'am."

"You don't have to keep saying Ma'am all the time, Ellen. From now on, you're part of the family. Ed and I always wanted a little girl. With our boy married and gone away, you just fill the bill."

"Yes, Ma'am," almost slipped out but she was being careful. Mrs. Watson didn't have to say that about wanting a little girl. She knew they were paid for keeping her, and that was all right because she didn't choose them any more than they chose her. They didn't look a bit like her father and mother. It was even.

But she would like to stay here until her parents found her. Now that she was older, she was glad she had never been adopted because that would have meant changing her name, and they never would have known where she was. When she was little, and didn't understand, it had been different.

Mrs. Watson smiled and said, "Now I don't want to hurt your feelings and don't go away mad, but I'm going to wash the dishes."

She put her arm around Ellen's shoulder and said, "You run on, honey, and do whatever you want for a while. Later on, we'll go to the grocery store."

When Mr. Watson came home that night, Ellen was in her bedroom reading the new book Mrs. Watson had got at the grocery store. His voice was loud, and he must have been just inside the door when he said. "Where's that little girl of mine?" He should have known the social worker wouldn't be likely to be there then.

Mrs. Watson said, "She's in her bedroom reading. She loves to read. She's going to be a real student, I can see that."

"That's the ticket," he said, and then he came to the bedroom and knocked on the door as though it really were her room. When she opened the door, he was there smiling, and he rubbed his hand over the top of her head and his voice was quieter and he said, "Hello, Ellen. How's the girl tonight?"

"Fine," she said and smiled just right.

The three of them went to the kitchen, and Mrs. Watson had coffee ready and they sat there drinking it. Ellen choked a little on hers, and Mrs. Watson said, "Honey, I don't think you like coffee. Actually, I don't suppose you're old enough to be drinking it." She got up and heated milk and made hot chocolate.

Mr. Watson said, "Say, where's that rabbit mug I had when I was a kid? Get that down for her, Marg."

They talked, then, but every once in a while one of them would give her a look as though she were doing some very unusual thing to be sitting there drinking from the rabbit

BEST COPY AVAILABLE

BEST COPY AVAILABLE

mug. It made her feel sorry for them. They didn't know that sometimes it was like this in the beginning, and after a while they would get tired of her. But maybe this time, she would find out the bad things soon enough and could keep from doing them.

The next day, the neighbor from across the street came over and brought her little boy. Ellen was in her bedroom reading and she heard the lady say, "I have yet to see your little girl. Doesn't she play outside?"

"She will," Mrs. Watson said. "She's still getting used to being here."

"Is she dark or fair?"

"Blonde, a pretty blonde."

"I'd like to see her."

Ellen didn't wait to be called. She got up and went out so the lady could look her over.

"Here she is now," Mrs. Watson said, and held out her arm, and Ellen went and stood beside her. She didn't look down or sniffle or twist her hands.

The neighbor said, "She is a pretty little thing." Then she leaned forward and looked straight into Ellen's eyes and said, "You're a very lucky little girl. I hope you know that."

"Yes, Ma'am," Ellen said, but at the same time, Mrs. Watson said, "Phooey!" and it was the first time Ellen had seen her mad.

Her voice was different right away, though, not mad any more. And she said to Ellen, "This is Jimmy. There are cookies in the jar. Why don't you two sit at the kitchen table and have some."

Ellen caught back the "Yes, Ma'am" in time and said, "All right," and Jimmy followed her to the kitchen. He was just her size and she wondered how old he was, but she didn't ask him. For a while they just sat there eating cookies, but finally Jimmy said, "I got an airplane."

"I have a book." Ellen brushed crumbs from her lap. "A brand-new book."

"It's a Boeing."

"I'm going to have a new bracelet, too. My mother has a new gold bracelet for me."

Mrs. Watson had come to the doorway and her face looked soft and almost sad, but then she smiled and said, "Your mama's ready to go home now, Jimmy. Come along."

One night a week later, Ellen lay in bed worrying because she hadn't found out any of the bad things. She couldn't keep from doing them if she couldn't find out what they were. She had been almost sure, at first, that getting up after you went to bed was one of them. But the night before, she could hear the wind outside, and she got up to get a drink of water. But the wind was still there when she went back. She got up again and went to the bathroom and, on the way back to her room, Mrs. Watson came out into the hall and said, "Can't you sleep honey? Is something bothering you?"

BEST COPY AVAILABLE

She hadn't planned to say it at all. "The wind, it sounds like it's crying." She looked down at the floor not able to look at Mrs. Watson's face.

"Sometimes the wind does sound like that," Mrs. Watson said. "But the wind can't cry because it isn't a person. Only people cry."

They went into Ellen's bedroom then, and Mrs. Watson pulled the covers up close around her, and they listened to the wind together until Ellen fell asleep.

The next evening when Ellen went into dinner, there on her plate, with her name on it, was a gold bracelet. She smiled at the Watsons and said thank you, but she didn't want a gold bracelet from them. It was a good thing she'd got over being a crybaby a long time ago.

That night after dinner, Jimmy came over with his birdhouse. "It's coming apart, Mr. Watson," he said. "Can you fix it for me?"

"Sure, Jimmy boy. Come on down to the basement. You come too, Ellen."

There were all kinds of tools down there, and Mr. Watson said, "I know something my girl can do for me while Jimmy and I get this fixed up. See here, the way I do this," and he took a nail and showed her how to straighten it out. She took the hammer, and on the very first nail the hammer slipped. She hit her finger and a lot of words rolled out. Mr. Watson turned to her. He looked serious and he said, "Those aren't the kind of words we use here, Ellen." He didn't say anything more for a moment, and Ellen waited. Then he said, "I'll tell you a string of words that are all right in this house. 'Ding Dang Fiddle Faddle,'" and he started laughing. She started laughing too then, and she hadn't even thought about it ahead of time.

The next Saturday Ellen and Mrs. Watson went to a big store downtown and the clerk tried four different dresses on her. Mrs. Watson said, "They all look nice on you, and none of them is too expensive. Which do you like best?"

Ellen didn't look at the pink one. She looked at Mrs. Watson for a hint, but Mrs. Watson just sat smiling at her. The clerk said, "With her eyes, the blue is nice." She was glad the clerk had said it, and she watched Mrs. Watson's face but it didn't change. She just said, "Yes, but Ellen can wear any color well. It's whatever she wants. She's the one who will wear it."

"I like them all," Ellen said at last and then she wished she could bring the words back. It sounded as though she wanted them all. *"Hint, hint, hint, if she'd come right out and said what she wanted, I wouldn't have minded."*

"I know what we'll do." Mrs. Watson stood up. "We'll go upstairs and have an ice-cream soda and think it over."

While they ate ice cream, Mrs. Watson told Ellen how it was when she was a little girl, with three brothers and two sisters, and how they lived on a farm and had a cow and made a playhouse in the barn loft with bales of hay.

Ellen could see it all and when they had finished their ice cream, Mrs. Watson said, "Have you decided which dress?" And without thinking Ellen said, "I like the pink best."

BEST COPY AVAILABLE

The next day they went to church and Mrs. Watson took her to Sunday school class and introduced her to her teacher. The lady said, "We're glad to have you, Ellen. What a pretty dress."

Ellen said thank you and waited. *"I couldn't have taken her anyplace in the things she had. I can tell you. You've never seen anything like it."*

Mrs. Watson just patted Ellen's shoulder and said, "I'll be back later," and left.

On Monday, Ellen went to the store on the corner for a can of baking powder, and Jimmy was there and they walked out of the store together. When they were in front of the Watson house, Jimmy said, "My mama says I can't play with you anymore. She says that isn't the kind of language I need to hear. She isn't surprised."

"Your mama's fat."

Jimmy swung at her then. He hadn't said orphan or homeless brat, but all of a sudden she was hitting him back and he was all the kids that ever had. She was strong and she could have fought anyone.

Her arms were still flailing when Mrs. Watson came out and stopped her. "What on earth's the trouble with you two?"

Jimmy's mother ran out and put her arms around Jimmy and said, "I saw it. She hit first. She's a no-good troublemaker."

Mrs. Watson said, "I have an idea Jimmy was as much to blame as Ellen." Mrs. Watson looked at both of them, and Ellen had never seen her look so cross. "Come in, Ellen," she said and went into the house.

Inside Mrs. Watson started making biscuits. "You'd better wash your hands and set the table," she said. "Fighting doesn't settle anything, you know, it only makes things worse."

"Yes, Ma'am," Ellen said, and she wished it was time to go to bed and she could get away from Mrs. Watson's cross face. It was too late for them to send her back tonight.

That night after Ellen went to bed she was thirstier than she had been for a long time. She got up and as she passed the Watson's bedroom door, she heard Mrs. Watson's voice and she stopped to listen.

". . . don't know what Jimmy did but I'm sure of one thing, she didn't start it."

"No, she's not a troublemaker. I've never seen a kid try so hard."

"Too hard. The poor baby isn't sure we won't bite."

"She'll get over it. I couldn't think more of her if she were my very own."

"She is our own, our very own."

A terrible, black feeling settled down in Ellen. How could she ever find the bad things here? These people even lied to each other. Even when they were alone and thought no one could hear them, they lied to each other.

BEST COPY AVAILABLE

Another month went by and still she hadn't found out the really bad things, the things that made them send you away. One morning as she was leaving her room, she looked around and saw that everything was neat, and she went to her closet and took her nightgown out and threw it on the bed, just any old way. She waited all morning but nothing happened, and her nightgown was back in the closet and nothing was said.

That was the beginning. Some mornings she didn't make her bed. Mrs. Watson would say, "Come on, get your bed made now," and sometimes she made it by herself and sometimes Mrs. Watson helped her.

One evening she put a lot of broccoli on her plate and didn't even taste it. Mrs. Watson said, "Next time, don't take so much," but she didn't look as though it was a really bad thing.

One day she went to the library three blocks away and stayed an hour longer than she was supposed to. It was almost dark when she got home. Mrs. Watson didn't like it, she could tell that. "I was about to come looking for you," she said. "Next time, be sure to come back on time." But Mrs. Watson seemed to feel sure that next time she would, and she didn't say any more about it.

One Saturday afternoon when they had finished eating lunch, Mr. Watson leaned back and said, "How would you girls like to step out? What do you say to a movie, or maybe the zoo?"

"There's a Walt Disney at the Avenue," Mrs. Watson said. "Which would you like, Ellen?" Adults liked movies better than zoos, but then some of them thought if you didn't like the zoo you weren't normal. They didn't like it either, if you said, "It doesn't matter."

Mrs. Watson was looking at her face and it began to seem to Ellen that she could read Mrs. Watson's mind and that she wanted her to say movie. But Mr. Watson said, "Maybe you'd like us to decide this time. It's such a beautiful day, let's go to the zoo. We can go to see a movie anytime."

"Sure, that's fine." Mrs. Watson stood up. "Let's not even wait to do the dishes. Let's just up and go."

They put the food away and piled the dishes in the sink and walked through the living room where the morning papers were lying all over. Mrs. Watson's knitting was out from the night before and the big ash tray had a dead cigar in it. And when they came back, it was just the way they had left it. They had just returned when the social worker arrived.

Mr. Watson said, "Come in, come in, we'll put on the coffeepot." And he went out to the kitchen.

Mrs. Watson picked up her knitting and said, "Sit, down. We've just got home." And she started knitting and didn't say one thing about the way the house looked. *"I can tell you young lady, you better get this house cleaned up. If that woman from the court comes and finds it like this, you'll be back so fast it will make your head swim."*

Mrs. Watson said, "Hasn't this weather been wonderful?"

The social worker said, "Yes, it certainly has. Well, we deserve it after the kind of spring we had."

BEST COPY AVAILABLE

They pretended not to pay any attention to the house.

Mrs. Watson acted as though the social worker was just anybody. *"Oh, yes, we're getting along fine. Get out your new shoes, dearie, and show them to Miss Wilson." "Here, Miss Wilson, sit here. I swear, I can't keep this house picked up. I had it all straightened up yesterday but I took the child to the zoo.*

Mr. Watson was the same as always, too. He came to the door and said, "Coffee's ready. Do you want it in here or at the table?"

Mrs. Watson said, "Oh, let's go out to the table." And they went out and sat right beside the sink full of dishes.

Pretty soon, Mrs. Watson said, "Ellen, why don't you and Miss Wilson walk up to the library?" She turned to Miss Wilson, then. "It's a lovely new building, a branch we've needed for a long time." And so Miss Wilson didn't have to ask to see Ellen alone.

When they were out of the house Miss Wilson said, "What have you been doing, Ellen?"

Ellen told her about the new dress and church and the zoo and how she'd been good and helped with the housework. "Only Mrs. Watson did most of it. And the house usually looks nicer than it does today," she added.

Miss Wilson smiled and said, "It looked good to me, Ellen, yes, very good. I think we've found the place where you really belong." But Ellen knew it was just a stopping place. A place to wait for her parents.

When they got back, Miss Wilson thanked the Watsons for the coffee and Mr. Watson said, "Come back soon. Any time." Ellen could tell he meant it. She could see that when Mr. Watson scattered papers all over the living room or when they rushed off and left the dishes, it was all right. It wasn't bad.

That evening after the social worker had been there, Ellen cried. She was carrying an empty pickle jar out to the trash barrel and she dropped it on the back sidewalk and it broke. She knew it wasn't worth anything, and she knew no one would care, but she started crying and couldn't stop. And Mrs. Watson put her to bed and sat there until she fell asleep. For the next few days, lots of things made her cry. She was turning into a crybaby. Once when she burned her fingers making candy, and once when she couldn't find her library book and it was due that very day, and once when she saw a cat kill a baby bird, she cried.

The wind never did cry again.

From then on, and slowly, the voices began to fade. She still heard them sometimes. Sometimes she said or did what they told her to. But gradually they were going away.

In bed at night she sometimes said the words to herself: *"my father, my mother,"* and something hurt her, something leaving, something gone.

At night, just as she was going to sleep, she sometimes thought, *"Nothing bad. Nothing bad enough to send you away."* But one day she found out how fooled she had been.

She hadn't planned to tell the lie. But when the new kids moved in next door that afternoon, they made it so easy for her, almost as if they wanted to lie, or their mother did.

BEST COPY AVAILABLE

She sat on the steps and watched the men unloading the truck, and she saw the father and mother going into the house. The mother was holding the little girl's hand and the little girl was carrying a doll. The father stood outside in the yard a while and walked around and looked up at the roof and at the bushes and trees, and then he went inside.

Soon the boy and girl came out and saw her and the girl said, "Hi, we just moved in."

Ellen got up and walked over to the driveway and said, "I saw you. I've been watching."

The boy said, "Come on, let's play catch," and he pulled a ball out of his pocket and they made a triangle and threw the ball to each other. Ellen didn't miss the ball once, and a feeling of fitting in with the new children was strong in her.

After a while, Mrs. Watson called her and she went inside. There was a big plate of cookies covered with wax paper, and Mrs. Watson said, "Honey, take these over to our new neighbors but don't go inside. After they get settled, we'll call on them."

Ellen took the cookies over and gave them to the boy. When he came back out of the house, the three of them started turning handsprings on the grass and Ellen wasn't very good at it, but she could tell she would get better.

Pretty soon the mother came out of the house and said, "Honey, those cookies are delicious. You thank your mother for me. What's your name?"

"Ellen."

"I mean your last name."

"Watson." It came out naturally and it seemed real and true. Even the sound of it was right. But she knew it wasn't true and her name was Ellen Ganin but this time she lied on purpose and she repeated it in one sentence and, "My name's Ellen Watson."

That was when she looked up and saw Mrs. Watson standing in the doorway with a different look on her face than she'd ever had before. And Ellen could see it all right then: the packing, and the social worker and Mrs. Watson being polite to each other and saying sometimes these things don't work out. *"I'm sure you tried." "I did my best." "Don't worry, we'll find another place." "I tried to do my Christian duty."*

Ellen turned, then, and ran into the house past Mrs. Watson and into her bedroom and closed the door and lay on the bed. And it wasn't dark and the wind wasn't making sounds outside the house but she was walking along in the sunshine on her way to find her father and her mother. This was the first time on the walk that she had ever noticed what dress she had on and it was the pink one and she could see herself walking along. She was carrying the book Mrs. Watson had bought for her and she wore the bracelet with her name on it in gold that Mr. Watson had given her. It took her longer than usual to find the house and she thought she might never come to it. But when, at last, she did, and her mother held out her arms to her, her mother's face was just like Mrs. Watson's and Mr. Watson was standing behind her. They were glad they found her and they were so glad they started to cry and she started crying, too.

Mrs. Watson was leaning over the bed smoothing her hair and saying, "Don't cry, honey. Everything's all right." Then Mrs. Watson said, "Mother's here. Mother's here."

BEST COPY AVAILABLE

1. On the first page of the story Ellen was in bed and she was transported to a world of trees and flowers. And even though she has never seen her parents, she knows her mother is beautiful. What does this tell you about the way children see their families?

   That children see their families as superior people. They are more beautiful and nobler than anyone else.

2. What are the bad things Ellen is talking about?

   When Ellen's talking about bad things she is talking about the expectations adults had of her in the past. They were the little things she did that her earlier foster parents used as excuses to send her away.

3. What are her feelings in the beginning of the story toward the Watsons?

   She expects them eventually to send her away. She doesn't trust them. She is afraid of them.

4. How does she expect them to react to her?

   She expects them to be very critical of her. She expects them to reject her.

5. When she is thinking (the type in italics), who is she thinking about?

   She is thinking about the things her other foster parents had said about her in the past.

6. How did the Watson's respond to Ellen's feelings? Give examples.

   The Watson's were genuine people who always allowed Ellen to have her feelings. Mrs. Watson comforted her when she was afraid. Mr. Watson gave her his love even when she used words he didn't approve of.

BEST COPY AVAILABLE

B. Learning/Teaching Exercises About Separation

BEST COPY AVAILABLE

IV. Learning Exercises/Teaching Techniques

A. Personal Separation Experiences*

One means of helping students experience the impact of separation is to divide them into groups and have each student share with the group a personal separation experience. What is significant in this exercise is that the students own experiences are usually much less traumatic than the experience of a child being removed from his family and taken to live with another family. However, to each student his own experience is important and significant. The professor might guide the students to compare their own feelings to those that a parent or child must feel when they lose each other.

B. Guided Fantasy

Using the guided fantasy technique, ask class members to imagine and record their feelings about being removed from their home, taking one possession with them, questions they would have about reasons for the removal, and survival strategies they would develop. Follow with group discussion about feelings experienced in a separation.[4]

C. In Class Separation Experience*

While students are divided into small groups working on a project or exercise, the professor, without any explanation, instructs a student to move from one group to another. After a short interval, he moves another student. After four or five students have been moved and several minutes have been allowed for adjustment to the new group, the professor stops the group activity on the project to discuss the feelings of the "chosen students" who moved from one group to another.

Feelings that are often experienced include:

(1) Why me? What was I doing wrong?

(2) Disorientation - leaving one group while in the midst of a discussion and moving into an unfamiliar discussion

(3) Discomfort - in the new group. An inability to explain why he was there

(4) Anger - toward the professor for moving him

(5) Rejection - by the first and second groups

---

[4] Loppnow, Donald and Sarah R. Taggart. Family and Children's Services Specialty: The Development OF An Elective Concentration In A BSW Program. Social Work Program, Eastern Michigan University, Ypsilanti, Michigan, 1981, p. 49.

*These exercises were developed by Jan McCarthy of the Region III Child Welfare Training Center.

BEST COPY AVAILABLE

Behaviors that may be exhibited by the "chosen students" include:

(1) Withdrawal - in the new group. Student does not enter into the discussion

(2) Hostility

(3) Over Compensation - trying to justify his presence to the new group

Feelings of the groups, both the ones from whom a person was taken and the ones that had a new person thrust upon them, should be explored

Feelings expressed by the groups may include:

(1) Confusion

(2) Sadness

(3) Bitterness

(4) What's wrong with our group? Why was the student removed?

(5) Loss

The professor should explain his motives and guide the discussion into the feelings that children may have when placed in a new environment, that parents experience when a child is taken from them, and that foster families have when a new child comes to live with them or leaves them.

BEST COPY AVAILABLE

D. Feelings of Parents With Children In Foster Care

The attached checklist[5] identifies "feelings" that some parents have expressed at the time of the placement of their child in foster care. It can be used in this exercise which is designed for students who are currently involved with parent/s and their child who is or will be placed away from home. The classroom instructor or field instructor might conduct the exercise as follows:

1. Have the students select 1 or 2 parents with whom they are working on issues involving their child's placement away from home. Have the students administer the attached checklist form to each parent.

2. During the administration of this form, each student should focus on how he/she can assist the parent with recognizing his feelings, validating those feelings, prioritizing the feelings to be dealt with, and coping with those thoughts or feelings.

3. The students might report back (verbally or in writing) to class or field work setting their experiences in terms of:

   a) the utility of using this form for the student and parents in sorting out issues
   b) analyzing which feelings, if any, seem to be more pronounced than others among the parents
   c) analyzing which feelings among these parents seem to be related to the various phases of separation (i.e., denial, anger, bargaining, depression, acceptance)
   d) how the students were able to assist the parent/s in coping with separation.

Note: If the students are not working with parents who have children in placement, the instructor might still use the checklist as a basis for discussion to stimulate students to recognize and deal with the kinds of feelings parents experience when their children are placed out of their home.

*This exercise was developed by Michael Sugg and Jan McCarthy of the Region III Child Welfare Training Center.

[5] Horejsi, Charles R. et al. Parents With Children In Foster Care: A Guide To Social Work Practice. Department of Social Work, University of Montana, Missoula, Montana. 1980, Appendix D, p. 229-230.

A Checklist For Parents With Children In Foster Care*

Below is a list of thoughts and feelings expressed by parents. Some are very strong feelings. You may or may not feel like other parents in a similar situation. Place a check (✓) by those that come close to describing your feelings over the past five (5) days. Check all that apply.

_____I feel stunned and numb.
_____I feel like this whole thing is a bad dream, I cannot believe this is really happening.
_____I feel preoccupied with the thoughts of my child and the separation; I cannot seem to think of anything else.
_____I feel shaky and nervous—as if a friend had suddenly died.
_____I feel overwhelmed; I can't think clearly or do what I know I should do.
_____I feel everyone blames me for what happened, even though it was not all my fault.
_____I feel I was singled out unfairly and that I am being accused of being a "bad" parent.
_____I feel like I have been railroaded and treated unfairly by the agency and the court.
_____I feel like I want to avoid contact with my child.
_____I feel like I cannot face my own child.
_____I am afraid of what others think of me.
_____I feel resentment toward everyone.
_____I fear what I tell my social worker will be used against me.
_____I feel afraid that I will never get my child back.
_____I feel confused over why my child was placed in foster care.
_____I feel sort of relieved now that my child is in foster care.
_____I fear that my other children will be placed in foster care.
_____I feel depressed and sad.
_____I feel alone and isolated; I feel everyone has abandoned me.
_____I feel cut off from family and friends.
_____I feel like running away and never coming back.
_____I feel God is punishing me.
_____I feel placement was necessary even though it was painful.
_____Given time and help, I feel I can put things back together again.
_____I feel I am pretty clear now about what I need to do in order to deal with this situation.
_____I feel much better than I did when my child first went into foster care.
_____I feel things will work out for the best.
_____I have mixed feelings about foster care—sometimes I want my child back and sometimes I think he/she is better off if we are not together.

Please describe here any "feelings" you have that do not appear on the above list.

_____

_____

_____

*Horejsi, Charles R. et al. Parents With Children In Foster Care: A Guide To Social Work Practice. Department of Social Work, University of Montana, Missoula, Montana. 1980, Appendix D, p. 230.

C. Research Capsules

NORTHWEST REGIONAL CHILD WELFARE TRAINING CENTER
University of Washington
School of Social Work
1417 N.E. 42nd Street
Seattle, Washington 98105
(206) 543-5640

RESEARCH CAPSULE No. 3: Preventing Teenage Pregnancy

At present, one-fifth of all U.S. women have sexual intercourse by age 16. One in ten of these women will have at least one pregnancy by age 17.[1] Of the one million pregnancies to women aged 15-19 in 1980, approximately 31% will end in abortion, a few in miscarriage, and the remainder (about 600,000), in live births.[2] Although most of these pregnancies are premarital, unplanned and unwanted, only a small proportion of teenagers will relinquish their babies for adoption. Children of young mothers and young mothers themselves face significant social, psychological, medical, educational, and economic problems -- many times lifelong.[3] Prevention of these sometimes tragic consequences is a laudable, but as yet elusive goal.

Past Approaches to Prevention

Prior to the 1960's, the only explicit services for sexually active teenagers were homes where pregnant, unwed young women could stay until they gave birth and gave the baby up for adoption. Research in the early sixties began to highlight the serious medical consequences of early pregnancy and revealed a strong relationship between adolescent pregnancy and later welfare dependency. Preventive interventions gained support at that time. Almost always aimed solely at young women, clinics in large urban hospitals were established to dispense free contraceptives and pregnancy care to adolescents. Gradual interest arose in providing continued schooling for young women during and after pregnancy, in modifying laws to allow minors to obtain services related to sexual activity without their parents' consent[4] and in improving sex education in general.

Another approach to prevention popular at this time assumed that pathology of some sort "caused" early pregnancy. Elaborate research efforts attempted to specify this underlying psychological "illness" so that high-risk young women could be identified and helped before they became pregnant.

Evaluations of these preventive approaches show partial and limited success at best.[5] Simple exposure to traditional sex education programs has little or no relationship to unwanted early pregnancy. Contraceptive services and school programs for pregnant adolescents are still lacking in many communities. More importantly, a large proportion of teenagers fail to use these services even when they are available.[6] Investigations of pathology leading to pregnancy have not identified any consistent patterns, therefore no reliable means for identifying specially vulnerable adolescents has emerged. Moreover, even if such means existed, researchers following this line of thinking have offered no remediating interventions save long-term individual or family counseling or massive social change (e.g., elimination of all poverty) -- impractical remedies given the urgent nature and scope of the problem.

A Developmental Approach to Prevention

A preventive approach offering more feasible opportunities for effective large-scale intervention assumes that teenagers need certain cognitive and interpersonal skills in addition to accurate facts about sex in order to avoid unwanted and unprotected intercourse. Adolescents must be able to apply abstract facts to their own sexual behavior (i.e., "I risk pregnancy every time I don't use a condom"), make conscious decisions about their own sexual activity, evaluate short and long-term consequences of that activity, and formulate and implement plans for protecting themselves from undesirable outcomes. Implementation skills include being able to ask for help, information, advice, or contraceptive services, to initiate discussion of birth control with a dating partner, to negotiate use of birth control with partners opposed to the idea, and to successfully refuse to participate in potentially risky acts in the face of strong social pressure. Although biological development early equips adolescents with the means for physical intimacy, social development

BEST COPY AVAILABLE

which includes learning critical interpersonal communication skills often lags far behind, leaving teenagers without means for regulating intimacy. It is this lack of social skill and experience rather than an underlying psychological malfunction that often results in unplanned pregnancy. A series of studies has shown that critical decision making, planning, and communication skills can be taught and that possession of these skills significantly increases adolescents' use of contraception.[7]

This analysis of adolescent pregnancy as a result of uneven maturation suggests a specific preventive intervention: cognitive and behavioral skill training combined with provision of accurate information on human reproduction and contraception. Such training can be conducted in groups, is appropriate for sexually nonactive as well as active young women and men, and has been successfully implemented in public school settings[8] -- important advantages if preventive efforts are to reach a wide range of adolescents.

Future Directions for Preventive Efforts

Although the skills training approach represents a promising preventive tool, its use must be accompanied by advances in other areas to achieve effective prevention. School policies must make these skill-training programs available on a broad scale; community agencies need to adapt the skill training approach to help parents -- an important but neglected group -- provide effective sex education at home; services related to sexuality must be made available to teenagers in all communities; finally, funds must be provided to medical researchers for development of contraceptives more appropriate than those currently available for adolescents' sporadic and impulsive sexual encounters. Prevention of unwanted pregnancies is not an easy task. New approaches to intervention, however, coupled with gradually increasing public and legislative concern[9] bode well

Prepared by: Lewayne D. Gilchrist, March 3, 1980.

* * * * *

References:

1. Melvin Zelnik, Young J. Kim, and John F. Kantner, "Probabilities of Intercourse and Conception Among U.S. Teenage Women, 1971 and 1976", Family Planning Perspectives 11 (May/June 1979), pp. 177-183.
2. National Center for Health Statistics, "Final Natality Statistics, 1976: Advance Report", Monthly Vital Statistics Report, 26 (March 1978), pp. 1-26.
3. Douglas F. Clapp and Rebecca S. Raab, "Follow-up of Unmarried Adolescent Mothers", Social Work, 23 (March, 1978), pp. 149-153; Lloyd Bacon, "Early Motherhood, Accelerated Role Transition, and Social Pathologies", Social Forces, 52 (March 1974), pp. 333-341.
4. Eve, W. Paul and Harriet F. Pilpel, "Teenagers and Pregnancy: The Law in 1979", Family Planning Perspectives, 11 (September/October 1979), pp. 297-302.
5. Steven P. Schinke, Lewayne D. Gilchrist, and Richard W. Small. "Preventing Unwanted Adolescent Pregnancy: A Cognitive-Behavioral Approach," American Journal of Orthopsychiatry, 49 (January 1979), pp. 81-88; Urban and Rural Systems Associates, Improving Family Planning Services for Teenagers. Washington, D.C.: Office of the Assistant Secretary for Planning and Evaluation/Health, DHEW, 1976.
6. Melvin Zelnik and John F. Kantner, "Reasons for Nonuse of Contraception by Sexually Active Women Aged 15-19", Family Planning Perspectives, 11 (September/October 1979), pp. 289-296.
7. Lewayne D. Gilchrist, Steven P. Schinke, and Betty J. Blythe, "Preventive Services for Children and Youth", Children and Youth Services Review, in press.
8. Schinke, Gilchrist, and Small, op.cit.; Steven P. Schinke and Lewayne D. Gilchrist, "Adolescent Pregnancy: An Interpersonal Skill Training Approach to Prevention", Social Work in Health Care, 3 (Winter 1977), pp. 159-167; Steven P. Schinke, "Teenage Pregnancy: The Need for Multiple Casework Services", Social Casework, 59 (July 1978), pp. 406-410; Betty J. Blythe, Lewayne D. Gilchrist, and Steven P. Schinke, "Pregnancy-Prevention Groups for Adolescents", Social Work, in press.
9. Notably the Health Services and Centers Amendments Act (Public Law 95-626) Titles VI, VII, and VIII, establishing the Office of Adolescent Pregnancy Programs under the Office of the Assistant Secretary for Health, DHEW, and authorizing federal funds for pregnancy prevention and pregnancy related services for adolescents.

Further copies of this Research Capsule are available on request.

BEST COPY AVAILABLE

NORTHWEST REGIONAL CHILD WELFARE TRAINING CENTER
University of Washington
School of Social Work
1417 N.E. 42nd Street
Seattle, Washington 98105
(206) 543-5640

RESEARCH CAPSULE NO. 4: INDOCHINESE CHILDREN AND FAMILIES: AN OVERVIEW

The Exodus: The first wave of Indochinese refugees arrived in the United States in April, 1975 following the fall of Saigon. They consisted of approximately 145,000 Vietnamese[1] who were associated with the South Vietnamese War effort. These refugees differed from later refugees in several important ways. They were more ethnically homogeneous, better educated, more facile in the English language and generally had exposure to Western culture and urban living. Subsequent waves of refugees were more heterogeneous in language, culture, and geographic background. Major groups included Vietnamese ethnic Chinese, Cambodians, Laotions, and Hmong. Most came from rural and mountain areas and had little or no education, fewer skills, poorer health, and little or no exposure to Western culture.

Demographic Profile: Accurate statistics on the Indochinese population are difficult to obtain. Since 1975, 221,000 Indochinese have resettled in the United States - 185,000 from Vietnam, 10,000 from Cambodia, and 25,000 from Laos.[2] The annual rate of increase is now 50,000.[3] Most refugees seek to live in warmer areas or cities where similar refugees are known to have settled. Washington State has the fourth largest Indochinese population in the United States. The majority of these refugees live in King County, which has 5,000 Vietnamese, 1,000 Cambodians, 1,000 Laotians, 400 Hmong, and an unknown number of Chinese from Indochina.[4] The population is young with half under 20 years of age and twenty-five percent under 10. The average family size is 5-6. Single individuals, many of whom are unaccompanied children, comprise a significant proportion of the Indochinese community.[5]

Problems in Resettlement: The Indochinese tend to form ethnic enclaves in densely populated areas which provide a supportive social network not found in rural areas. Many of these support systems are in the form of mutual assistance associations.[6] Since practically all jobs require some basic English skills, language difficulties and lack of necessary work skills often result in unemployment, underemployment, or employment in low-paying, menial jobs. Inadequate child care services make it difficult for mothers to attend language classes and to participate in activities that enhance the opportunity for seeking employment to supplement the family's meagre income. Other problems include: (1) the new arrivals' lack of familiarity with the legal, economic, currency, transportation, and social service systems; and (2) lack of preparation/orientation of both refugee families and host sponsors in terms of expectations, cultural beliefs, and patterns of behavior which often lead to ambiguity and misunderstanding. Mental health problems are becoming increasingly apparent after the Indochinese have stayed a few years. Problems like depression, anxiety, alienation, suicidal attempts, and family conflicts have surfaced.

Indochinese Children: Many children arrived as orphans or were unaccompanied by their families. In the 1975 Baby-Lift, 2,643 were evacuated from Vietnam together with 440-500 unaccompanied children between the ages of two to sixteen. Those not re-united with their families, mainly children aged twelve through seventeen, were placed in foster care.[7] For a variety of reasons, few attempts were made to place these children with other Indochinese families and as a result many were placed with majority families. In such cross-cultural placements, potential problems due to differences in language and culture have yet to be fully determined. Most of the Indochinese children on entering the United States, had immediate health problems. Malnourishment, over-exposure, and multiple illnesses were among the most prevalent problems. The psychological impact

BEST COPY AVAILABLE

of the horrors of war on these children is not yet fully known. Different rates of acculturation of family members into the dominant society has also been shown to cause conflict in values and behavior between refugee parents and their children.

Community Response: In response to the problems of the Indochinese families, community social service agencies have attempted to provide for the financial, training, employment, housing, medical, educational, and other social needs of the refugees. Problems of service delivery often have to do with access and utilization. They include: language and social skill barriers; lack of knowledge/information about services; lack of coordination among service providers; lack of bilingual/bicultural mental health and child welfare professionals and advocates to provide culturally relevant treatment and other services. Service providers need to be aware that the "Indochinese" community, in fact, is comprised of several groups with distinctive language, culture, and value patterns. However, they do share certain common values including: (1) the importance of the patriarchal extended family system; (2) placing family interest before self-interest; (3) a strong sense of filial piety, that is, duty and loyalty to one's parents; and (4) shared responsibility for child-rearing among female household members. In Region X, practically all of the Indochinese programs and services are in states which have a relatively significant number of Indochinese population - namely, Washington and Oregon.

(For information on the regional and national resources on Indochinese refugees, refer to Research Capsule No. 5.)

Prepared by: Kim Khoo, May 15, 1980.

* * * * * * *

References:

1. Liu, William, Maryanne Lamanna, and Alice Murata. Transition to Nowhere. Vietnamese Refugees in America. Nashville/London: Charter House Publishers Inc. 1979.
2. Indochinese Resource Center - A Project Proposal Submitted by Asian Counseling and Referral Service Seattle to Northwest Area Foundation, Minnesota. 1979.
3. Senate Bill 643 passed in September, 1979, designated the increase of 50,000 Indochinese refugees per year until September, 1982.
4. Information obtained from Asian Counseling and Referral Service. Seattle, Washington.
5. Statistics from Seattle/King County Health Department. Indochinese Health Screening Project. 1980.
6. Indochina Refugee Action Center. Indochinese Mutual Assistance Association. Washington, D.C. 1980.
7. Liu, et al. Transition to Nowhere. 1979.

Other Sources:

Indochina Refugee Action Center. Orientation Resource Center Proposal. Washington, D.C.

Indochinese Refugee Reports. Report on List of National Resources. Washington, D.C.: American Public Welfare Association. Vol. 1, No. 18. January, 1980.

Ishisaka, Hideki. Indochinese Training Tapes. Seattle: Asian Counseling and Referral Service.

Self-help Manual for Indochinese Refugees Volume 1. Seattle: Asian Counseling and Referral Service.

Sponsorship Handbook for Washington and Oregon. CRISTA International World Concern. Seattle and Portland.

Further copies of this Research Capsule are available on request.

NORTHWEST REGIONAL CHILD WELFARE TRAINING CENTER
University of Washington
School of Social Work
1417 N.E. 42nd Street
Seattle, Washington 98105
(206) 543-5640

RESEARCH CAPSULE NO. 5: INDOCHINESE CHILDREN AND FAMILIES: NATIONAL AND REGIONAL RESOURCES

These are some selected resources on the Indochinese refugees. It is by no means an exhaustive list.

A. Some national and regional resources for the Indochinese community are:

Information Exchange Project
American Public Welfare Association
1125 15th St NW, Suite 300
Washington, DC 20005
Tel. (202) 293-7550
(Publishes Indochinese Refugee Reports biweekly, responds to inquiries about various aspects of domestic resettlement programs. Vol. 1, No. I, 1980 has updated list of national resources on Indochinese refugees.)

ABA Hotline - Tina Herlinger, Director
Indochinese Refugee Legal Assistant Program, 1026 Monmouth Avenue
Durham, NC 27701
Tel. (800) 334-0074 (toll free)
(Service offered by American Bar Association for refugees and sponsors. Does assessment of case and referral to local volunteer attorneys in the nation. The Hotline operates 24 hours a day through an answering service that takes messages during non-office hours.)

National Clearinghouse
Center for Applied Linguistics
1611 North Kent Street
Arlington, VA 22209
Tel. 1-800-336-3040 (toll free)
(Publishes free materials on language and culture which are extremely useful in understanding Indochinese languages and the problems refugees encounter in learning English.)

IRAP Hotline
HEW Office of Refugee Affairs
330 C St., S.W., Room 1229
Washington, DC 20201
Tel. (800) 424-0212
(Operates a toll free line to meet continuing post-resettlement needs of refugees and their sponsors. Staffed by multilingual Indochinese refugees.)

Indochina Refugee Action Center
1025 15th St. NW, Suite 600
Washington, DC 20005

Merit (Bilingual) Center
Dr. Vuong Gia Thuy, Associate Professor
991 Ritter Hall Annex
Temple University
Philadelphia, PA 19122
Tel. (215) 787-6258
(Offers in-services to teachers of Indochinese children including: (1) training in appropriate methods of instruction using ESL and bilingual curriculum materials; (2) familiarizing teachers with the educational systems, cultures, and languages of the Indochinese; and (3) disseminating educational materials.)

HEW Regional Resettlement Office for Region X
John Crossman, Director
Arcade Plaza Building
Seattle, WA 98104
Tel. (206) 442-2775

B. State Indochinese refugee coordinators:

James Kainber, Indochinese Refugee Project
Bureau of Children's Services, MS. OB-41G
OB-2, 4th Floor, Olympia, WA 98504
Tel. (206) 442-2775

Jerry Burns, Department of Human Resources, Adult and Family Services
Indochinese Refugee Program
Public Service Building, Salem, OR 97310
Tel. (503) 378-3190

Jerry Quick
Department of Health and Welfare
State House, Boise, ID 83720
Tel. (208) 554-4337

Judy Walker, Pouch H-07
Department of Health and Social Services
Public Assistance, Juneau, AK 99811
Tel. (907) 465-3347

C. Local community resources in Oregon and Washington:

Asian Counseling and Referral Service
655 S. Jackson, Seattle, WA 98144
Tel. (206) 447-3606

Indochinese Health Care Project/
Indochinese Cultural and Service Center
3030 SW 2nd, Portland, OR 97201
Tel. (503) 281-6300

(Has bilingual/bicultural Indochinese staff. Offers mental health counseling, referral and advocacy services. Orientation workshops for sponsors also are offered by ACRS.)

YMCA of Greater Seattle
East Madison Branch
Seattle, WA 98122
Tel. (206) 322-6969

Indochinese Service Center
3030 SW 2nd
Portland, OR 97201
Tel. (503) 241-9393

(Transitional programs to prepare refugee women to move into existing ESL - English as Second Language - and job placement programs by providing them with basic cultural survival skills and activities.)

For an extensive listing of community resources send for Sponsorship Handbook for Washington and Oregon by CRISTA International World Concern, Box 33000, Seattle, WA 98133. In Oregon, 3030 SW 2nd, Portland, OR 97201.

D. Materials on Indochinese refugees:

Bibliography of Materials on the Education and Resettlement of Indochinese Refugees. Indochinese Materials Center, James B. Tumy, Director. Intergovernmental Services. United States Office of Education, 601 E. 12th St., Kansas City, MO 64106.

Cohon, Don. Training of Indochinese Mental Health Workers and The Trauma Syndrome. Indochinese Mental Health Project of the International Institute of San Francisco, 2209 Van Ness Ave., San Francisco, CA 94108. Tel. (415) 673-1720.

Ishisaka, Hideki. Indochinese Training Tapes. Department of Health, Education and Welfare - Region X and the Asian Counseling and Referral Service. Seattle, WA. (4 audio-tapes focused on the delivery of culturally sensitive mental health service to Indochinese refugees. Topics include current problems, coping strategies, mental health problems, the Indochinese family structure, and a framework to view the unique difficulties faced by Indochinese refugees.) Transcription available from the Asian Counseling and Referral Service, 655 S. Jackson St., Seattle, WA 98144

Le Tai Riec. Modern and Traditional Medical Practices of Vietnam. (Available from same source as Cohon, Don, above.)

Perspectives as a Cross-cultural Problem - Getting to Know the Vietnamese. (Available (free) from National Indochinese Clearinghouse. Center for Applied Linguistics, 1611 N. Kent St., Arlington, VA 22209.)

Whitmore, John. An Introduction to Indochinese History, Culture, Language, and Life. (Available from The University of Michigan. Center for South and Southeast Asian Studies, Ann Arbor, MI 48109.)

E. Self-help literature for Indochinese refugees:

Self-help Booklets. On stress, mental attitudes, and the use of alcohol in Vietnamese, Cambodian, and Laotian. (Available - free - from Nguyen Chieu. Indochinese Community Health and Education Project, 3930 Utah St., Suite J, San Diego, CA 92104.)

Self-help Manual for Indochinese Refugees. Vol. 1. This is a step-by-step instruction manual to assist the Indochinese refugees obtain immediate and necessary services in Seattle, King County. (Available from Asian Counseling and Referral Service, 655 S. Jackson St., Seattle, WA 98104. The manual will be available in June, 1980, in English, Vietnamese, Cambodian, Laotion, and Chinese.)

Prepared by: Kim Khoo, May 22, 1980.

* * * * * * * * * *

Further copies of this Research Capsule are available on request.

NORTHWEST REGIONAL CHILD WELFARE TRAINING CENTER
University of Washington
School of Social Work
1417 N.E. 42nd Street
Seattle, Washington 98105
(206) 543-5640

RESEARCH CAPSULE NO. 7: THE INDIAN CHILD WELFARE ACT OF 1978: MAJOR PROVISIONS

In November of 1978, Congress enacted the Indian Child Welfare Act of 1978, finding that "there is no resource more vital to the continued existence and integrity of the Indian Tribe than their children" and "an alarmingly high percentage of Indian families are broken up by the removal, often unwarranted, of their children... by non-tribal public and private agencies." The Act creates procedural safeguards in matters pertaining to the custody and placement of Indian children. It is an important first step in a policy toward Indian families. Briefly stated, the basic definitions and major provisions of the Act are as follows:

Basic Definitions: An "Indian" is defined as any person who is a member of a federally recognized tribe or who is an Alaskan Native and a member of a Regional Corporation. An "Indian child" is any unmarried person who is under age 18 and is a member of an Indian tribe or the child of an Indian and eligible for enrollment in a tribe. This is a restrictive definition since it excludes children who are not eligible for enrollment but who are Indian by culture, children of terminated tribes and Canadian Indian children. An "Indian parent" is any biological or adoptive parent of an Indian child including the non-Indian parent of an Indian child. An "Indian custodian" is any Indian person who has legal custody of a child under tribal law or custom or state law, or to whom temporary custody has been given by the parent. The "Indian child's tribe" is the one in which she or he is eligible for enrollment. In the case of a multi-tribe child, it is the tribe with which he or she has the most significant contacts. The determination of "significant contacts" is done by the court and may become a difficult issue. A "child custody hearing" is one which involves a foster care placement, termination of parental rights, preadoptive placement or adoptive placement. The Act does not require tribal involvement in the pre-judicial phases of service to an Indian family.

Tribes are given exclusive jurisdiction over reservation Indian children. An exception is made for reservations in those states which have assumed jurisdiction over reservations under the authority of Public Law 83-280 (1953). All Region X states are P.L. 280 states, with the exception of the Warm Springs Reservation in Oregon and possibly the Suquamish and Lower Elwha tribe in Washington. Tribes in such states can petition the Secretary of the Interior to reassume their jurisdiction over child welfare matters. According to the Act, "full faith and credit" must be given to the judgments of tribal courts over child welfare cases.

State jurisdiction over child custody hearings can be transferred to the tribe. Cases of Indian children not residing or domiciled on the reservation can be transferred to the tribal court at the request of the tribe, parents, or Indian custodian unless either of these parties objects or the court finds "good cause" to the contrary.

Both tribes and parents or Indian custodians have the right to be notified of and to intervene in State Court proceedings. The party seeking custody of an Indian child is required to notify the parents and the tribe. All tribes which might be the Indian child's tribe should be notified. If either of these parties cannot be located, the Secretary of the Interior also must be notified. The Secretary then has 15 days in which to notify these parties. No hearing can be held until 10 days after all of the required notices have been served. The tribe or parent can request 20 days to prepare for the hearing. Emergency removals can be made without notification, but subsequent hearings must follow notification procedures. Tribes and parents are assured access to state records.

Higher standards of proof are applied to state custody proceedings involving Indian children. A foster care placement may be ordered only if it is proved by "clear and convincing" evidence, including the testimony of a qualified expert witness, that continued custody by the parent or custodian is likely to result in serious emotional or physical damage to the child. Termination of parental rights can only be ordered if evidence to this effect is "beyond a reasonable doubt." Expert testimony is required here as well. In both cases it must be shown that active efforts have been made to prevent family breakup. The Act also authorizes the Secretary to pay for legal services to parents if not provided by the state.

The Act specifies placement preferences for states in placing Indian children in foster and adoptive homes. First preference is to be given the child's extended family, then to foster homes licensed or approved by the tribe, then to other Indian foster homes or appropriate Indian institutions. Tribal governments may legislate their own preferences and state courts ordinarily must follow them. Standards for the selection of Indian homes are to be the prevailing social and cultural standards of the Indian community.

Voluntary placements of Indian children for foster care or adoption must be well-informed and are revocable in certain cases. Any parent of an Indian child must execute consent in writing before a judge who certifies that the consent was explained in a language that the parent understood. Consent cannot be given prior to 10 days after the birth of a child. The parent may withdraw consent to a foster care placement at any time. He or she may withdraw consent to adoption up until the entry of the final decree of termination or adoption. If the parent can show that consent was obtained under duress, an adoption may be overturned up to 2 years after finalization.

Grants to Indian tribes and organizations to establish Indian child and family services are authorized. Many considered this the most important section of the Act, providing some mechanism for Indian delivered preventive services. Unfortunately, to date insufficient funds have been allocated to implement this section.

Placements can be overturned if it can be shown that the Act was not followed with respect to notification, rights to intervention and transfer, counsel for parents, standards of evidence and testimony, and consent procedures.

Other important sections address questions concerning adult adoptee rights, return of custody following vacation of adoption decree, procedures for tribal reassumption of jurisdiction, and state-tribal agreements.

Implementation: Those involved in the implementation of the Act have noted numerous inconsistencies in language and confusion in interpretation in several key areas. Among these are definition of "Indian child" especially Alaskan Native children, lack of clarity over notification procedures, and definitions of "expert witness" and "good cause". Although guidelines for state courts were published in the Federal Register, each state will be developing court rules for its judges. Judges and child welfare agencies are responsible for following the Act in the face of difficulties in interpretation and confusion over procedure. They must determine tribal affiliations in order to notify parents and tribes and be fully aware of court and service requirements. If the Act is not followed, it will be Indian children who suffer from the disruption of homes and placements. Accordingly, child welfare professionals must have expertise in several areas, including:

(1) establishing links with local tribes and Indian organizations. Although the Act mandates Indian involvement only at the point of judicial proceedings, prior working relationships will be imperative.
(2) working knowledge of the Act itself and legal pitfalls associated with it. (See Barsh.)
(3) awareness of the state's policies on jurisdiction and the status of state court rules developed to implement the Act.
(4) access to a listing of American tribes and contact persons for each tribe.
(5) actively seeking out and developing training on the Act and in work with American Indian families.

Prepared by: Cathryn Potter, August 15, 1980.

* * * * * * * * * * * * * *

Sources:

-- In developing this capsule, I am relying heavily on the framework and many of the interpretations presented by Dr. Barsh and Ms. Wright in: Barsh, Russel L. "The Indian Child Welfare Act of 1978: A Critical Analysis". Hastings Law Review, in press; and Wright, Barbara. "An Overview of the Indian Child Welfare Act of 1978". Office of the Attorney General, State of Washington. 1980.
American Indian Lawyer Training Program, Inc. Indian Child Welfare Act of 1978: A Law for Our Children. Oakland, CA: AILTP. 1979.
-- "Guidelines for State Courts; Indian Child Custody Proceedings". Federal Register. November 26, 1979.
-- Unger, Steven (ed). The Destruction of American Indian Families. New York: Association on American Indian Affairs. 1978.

Further copies of this Research Capsule are available on request.

NORTHWEST REGIONAL CHILD WELFARE TRAINING CENTER
University of Washington School of Social Work
4101 - 15th Avenue NE, Seattle, Washington 98195
(206) 543-1517

RESEARCH CAPSULE NO. 11: POVERTY IN AMERICA: THE IMPACT ON CHILDREN AND FAMILIES

DEFINITION OF POVERTY. The index of poverty currently used by the Social Security Administration is based on a U.S. Department of Agriculture measure of the cost of a temporary, low budget, nutritious diet for households of various compositions. The minimum income required to buy a subsistence level of goods and services is determined by multiplying this food budget by three, based on the assumption that food typically represents one-third of a low income family's expenses. In addition, the index reflects the different consumption requirements of families based on their size and composition, sex, and age of the family head, and farm and nonfarm residence. (Orcutt, 1977; Harris and Townsend, 1977) In 1978, the poverty threshold for a nonfarm family of four was $6,662. (Calhoun, et al, 1979)

There are a number of criticisms of the official poverty index, including the definition of income and the inadequacies of the minimum income level.

1. The measure fails to deal with how far below the official poverty line a household is located: a $1 and $4,000 deficiency both rank a person poor. (To compensate, scholars identify a "poverty gap", the total number of dollars required to bring the income of every poor family up to the poverty line.)
2. It fails to deal with income over a period of time longer or shorter than one year.
3. It does not account for in-kind compensation (e.g., housing, autos) or public in-kind welfare payments, such as food stamps. (Smeeding, 1975)
4. The measure is based on the family's pre-tax income. (Heffernan, 1979)
5. The food budget requires the consumption of considerably more beans, potatoes, flour, and cereal products and less meat, eggs, fruits, and vegetables than the average family consumes.
6. The food budget requires skills in meal planning and buying which are rare at any income level; and assumes that families will be able to take advantage of bulk packaging and special sales, although many families have inadequate storage and refrigeration facilities. (Harris and Townsend, 1977)

STATUS OF AMERICAN FAMILIES. Evidence that the food plan is an unrealistic basis of the poverty index is reflected in the Department of Agriculture's Consumer and Food Economics Division's estimate that only about one-fourth of the families who spend that little for food actually have a nutritionally adequate diet. (Harris and Townsend, 1977)

Roughly 11.4% of the U.S. population, or 25 million persons lived on incomes below the official poverty level in 1978, including over 10 million children. Poverty rates varied significantly by the head of the household's sex and race. For example, the poverty rate for white families (6.9%) was much lower than the rates for Black families (27.5%) and families of Hispanic origin (20.4%). Families maintained by women with no husband present had a poverty rate of 31.4%, far higher than husband-wife families or families with a male householder and no wife present (5.2% and 9.2% respectively). Fifty percent, or 5 million of all children living in female headed households and 40% of all Black children lived in poverty in 1977. Nearly 1.6 million children lived in families in which, even with both parents working, the income was below the poverty level. Two million children lived in families headed by women who worked full-time yet earned below the poverty level. The disproportionate poverty rates of female headed and ethnic minority households appear to result from discrimination in employment opportunities and wages. Women and ethnic minorities are concentrated in low paying occupations, and, even within the same occupation and with equivalent education, tend to be paid less than white males. (Calhoun, et al, 1979)

The effects of poverty on children begin before birth and can last for life. Babies of poor mothers tend to weigh less and, during the first year of life, have a death rate two-thirds greater than the nonpoor. Malnutrition among children living in poverty can lead to mental retardation. The environment in which poor children live, frequently in conditions of substandard housing, makes them more likely to suffer health problems. (Calhoun, et al, 1979)

Poverty also has been identified as a primary contributor to other social problems. Substantial evidence of a relationship between poverty and child abuse and neglect is a case in point. National surveys of officially reported child abuse and neglect incidents have indicated that the preponderance of the reports involve families from the lowest socioeconomic levels. (Gil, 1970; AHA, 1975; Giovanni and Billingsley, 1970; Wolock and Horowitz, 1977) The American Humane Association's 1976 data on 19,923 validated reports show that 49.6% of the families had incomes under $5,000,

and 65.4% under $7,000. Forty-two percent of the families were receiving public assistance, mostly AFDC. Only 9% of the reports indicated family incomes of $13,000 or more. The median family income was $5,051 (the 1976 poverty level for a family of four), as compared with about $[illegible]900 for all American families in 1976. Although many would argue that the socioeconomic distribution of reported child abuse and neglect cases does not reflect that of all cases (implying that there are proportionately more unreported cases among middle and upper classes than among lower class families), and that poor people are more susceptible to public scrutiny, Pelton (1978) claims there is substantial evidence that the relationship between poverty and child abuse and neglect is "not just an anomaly of reporting systems". In his opinion, poor parents are caught up in difficult and dangerous situations that have less to do with their adequacy and responsibility as parents than with the hard circumstances of their lives. Gil (1970) pointed out that the living conditions of poverty generate stressful experiences that may become precipitating factors of abuse and neglect, and the poor have little means by which to escape such stress. Poverty-related factors such as unemployment, dilapidated and overcrowded housing, and insufficient money, food, recreation, or hope can provide the stressful context for abuse. This is not to say that middle class parents never experience stress or that abuse is always precipitated by environmental factors. Nor does it mean that the additional stress of poverty causes most impoverished families to maltreat their children. However, the myth of classlessness diverts attention from the environmental problems of poor households which make neglect much more hazardous to children than it would be in middle class homes, as well as from the stress of poverty that can provoke abuse and neglect. (Pelton, 1978)

A little more than half a million American children are currently in foster care. The vast majority are in foster family homes, 14% in child care institutions and the remainder in group homes. "Neglect of the child", often resulting from economic factors, was the largest single reason given for placing a child in a foster family home. (Calhoun, et al, 1979)

In their longitudinal study of children in foster care, Fanshel and Shinn (1978) noted that ethnic minority children were overrepresented in the foster care system. They were more likely to enter the system, experience multiple placements, and tended to remain in care longer than [illegible]-minority children. Their study's socioeconomic index of families suggested an association [illegible]een economic circumstances and the mode of entry into foster care. 31% of the cases from the lower socioeconomic group entered foster care through the Family Court system, compared to 18% of the middle and 17% of the high income groups. Cases involving the court were most commonly that of abuse and neglect.

Clearly, poverty continues to have a tremendous impact on a sizeable number of American families, particularly ethnic minorities. Not only does it govern their economic situation, but poverty threatens their family unit and physical and emotional well-being as well.

Prepared by: Terri Lum, March 23, 1981

* * * * * * * * * * * * * * * * * * *

REFERENCES

American Humane Association. Statistics for 1975. Denver: American Humane Association.

American Humane Association. National Anaylsis of Official Child Neglect and Abuse Reporting. 1978. Denver: American Humane Association.

Calhoun, J.A., E.H. Grotberg, and W.R. Rackley. The Status of Children, Youth and Families. 1979. DHHS Publication No. (OHDS) 80-30274. pp. 19, 55-65.

Fanshel, D., and E.B. Shinn. Children in Foster Care: A Longitudinal Investigation. New York: Columbia University Press. 1978.

Gil, D. Violence Against Children. Cambridge: Harvard University Press. 1970.

Giovanni, J., and A. Billingsley. "Child Neglect Among the Poor: A Study of Parental Inadequacy in Families of Three Ethnic Groups." Child Welfare. 1970, 49(4). pp. 196-204.

Harris, R., and A.A. Townsend. "Poverty", in Encyclopedia of Social Work. 1977. pp. 1030-39.

Heffernan, W.J. Introduction to Social Work Policy: Power, Scarcity and Common Human Needs. Itasca: F.E. Peacock, Inc. 1979. pp. 99-122.

Orcutt, B.A. "Family Treatment of Poverty Level Families". Social Casework. 1977, 58(2), pp92-100

Pelton, L.H. "Child Abuse and Neglect: The Myth of Classlessness". American Journal of Orthopsychiatry. 1978, 48(4). pp. 608-617.

[illegible]sico, J.E. Who Knows? Who Cares? Forgotten Children in Foster Care. 1979 Report of the National Commission on Children in Need of Parents. New York: Institute of Public Affairs.

Report of the President's Commission on Income Maintenance Programs. Poverty Amid Plenty: The American Paradox. U.S. Government Printing Office. November, 1969.

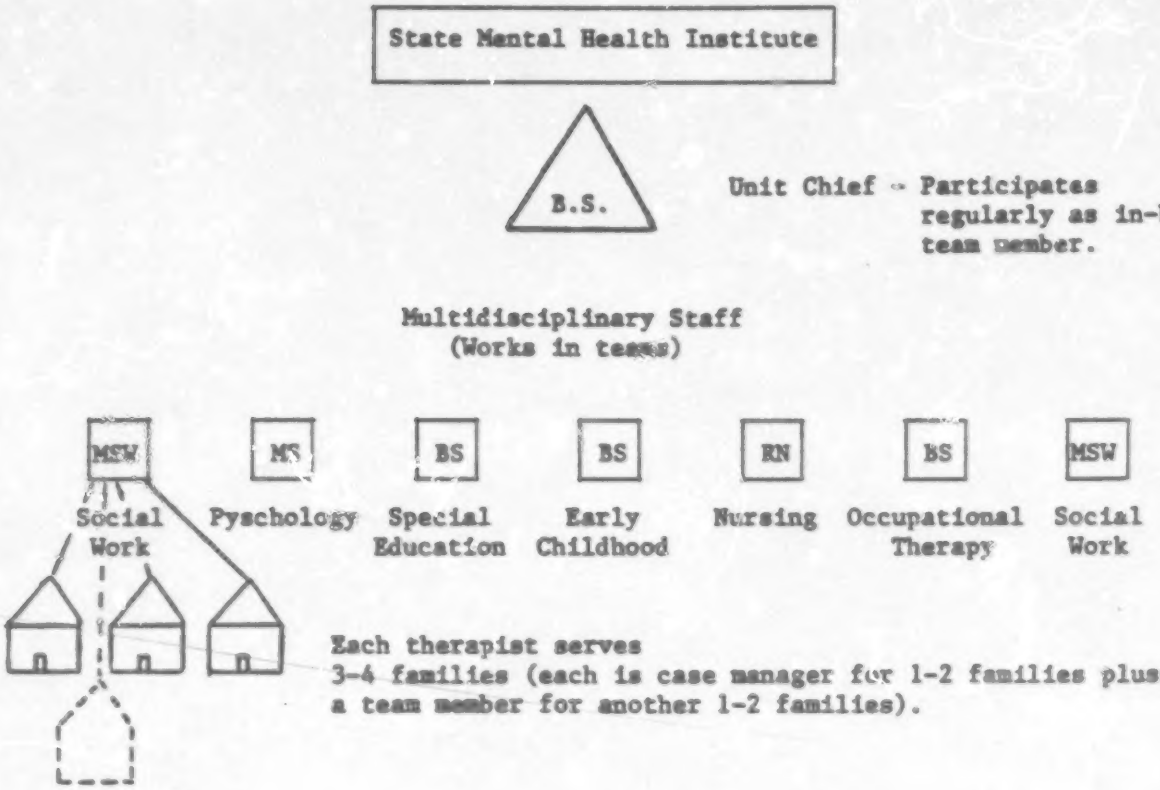
Wolock, I., and B. Horowitz. Factors Relating to Levels of Child Care Among Parents Receiving Public Assistance in New Jersey. Final Report. Vol. I. June, 1977. Submitted to the National Center on Child Abuse and Neglect, DHEW.

D. Diagrams of Model Programs

HOME AND COMMUNITY TREATMENT PROGRAM

MENDOTA MENTAL HEALTH INSTITUTE

MADISON, WISCONSIN



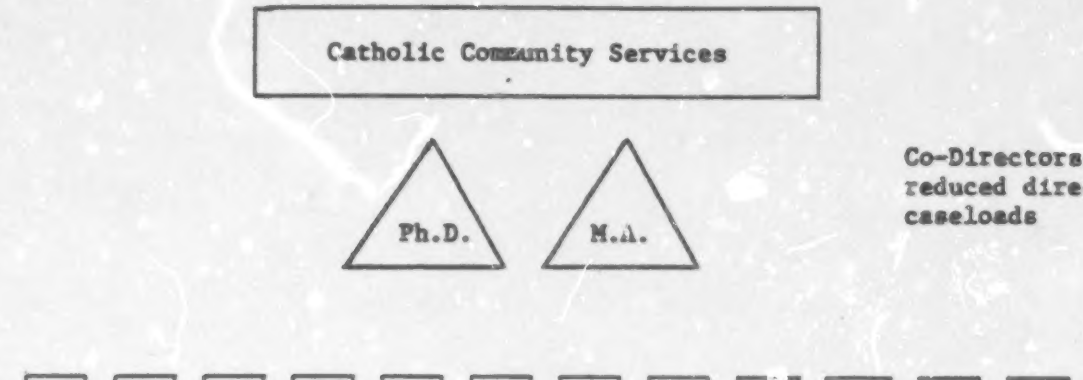
1. In-home observation (Home-Based).
2. Education in parenting skills (Institute-Based).
3. Staff members work with child in Institute while parents observe and collect data (Institute-Based).
4. In-home treatment as parents implement child management program (Home-Based).

(Prepared by National Clearinghouse for Home-Based Services to Children, School of Social Work, The University of Iowa, Oakdale Campus, Oakdale, Iowa 52319).

HOMEBUILDER PROGRAM

CATHOLIC COMMUNITY SERVICES OF TACOMA

TACOMA, WASHINGTON



Co-Directors - Maintain reduced direct service caseloads

12 In-Home Therapists

Usually work individually, but may work in teams of from 2-6 on prescription basis.

2-3 family caseload

1. Referral criterion - at least one member of family facing placement.
2. Six to eight (6-8) week "as intensive as necessary" family crisis program
3. Therapist training focuses on three program aspects:
   a. The power of staff attitudes and beliefs about clients.
   b. The critical importance of process skills.
   c. The value of a vast repertoire of options and techniques.

86% of 207 families had avoided placement one year after referral

Average cost per family served is $1,470.

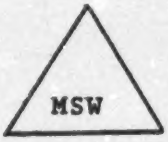
(Prepared by National Clearinghouse for Home-Based Services to Children, School of Social Work, The University of Iowa, Oakdale Campus, Oakdale, Iowa 52319).

(Prepared by National Clearinghouse for Home-Based Services to Children, School of Social Work, The University of Iowa, Oakdale Campus, Oakdale, Iowa 52319).

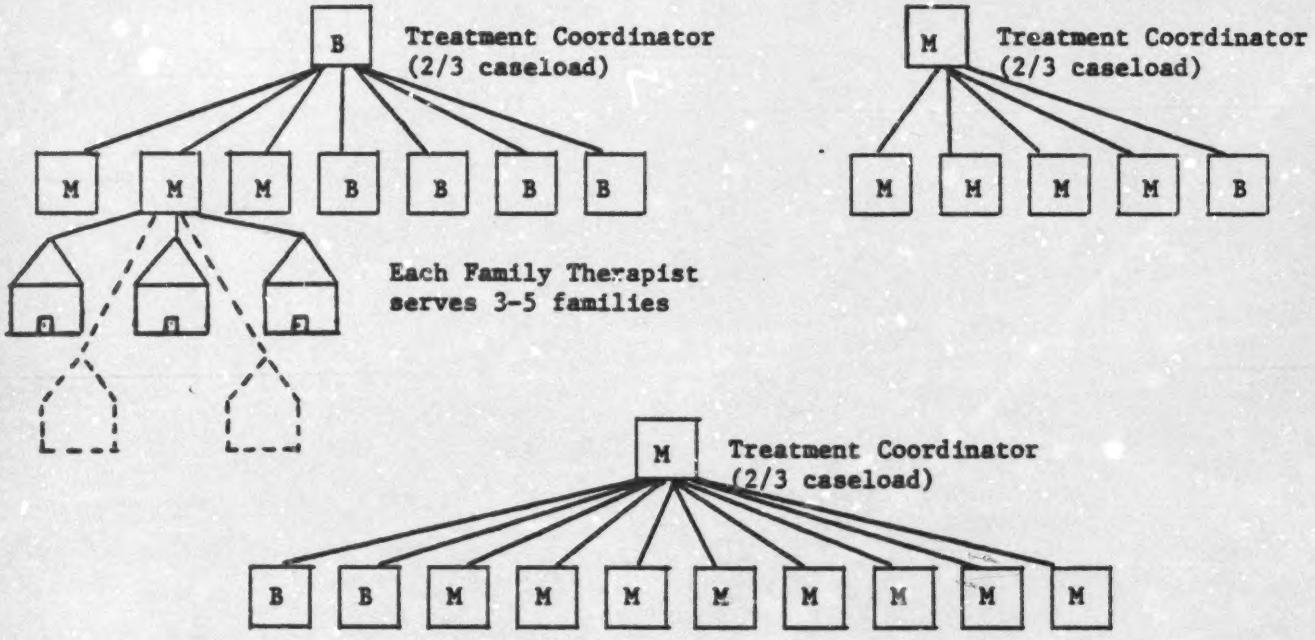
FAMILIES OF WEST BRANCH

WEST BRANCH, IOWA

Voluntary, uniservice agency with lay representation on Board of Directors from each of nine counties.



Agency Director - Maintains ½ direct service caseload


B
Treatment Coordinator (2/3 caseload)
M M M B B B B
Each Family Therapist serves 3-5 families
M
Treatment Coordinator (2/3 caseload)
M M M M B
M
Treatment Coordinator (2/3 caseload)
B B M M M M M M M M

1. Multi-disciplinary, eclectic treatment orientation.
2. Treatment coordinators arrange for case assignment and treatment flow in each 3-county area.
3. Group and team consultation is the agency norm - catchment areas meet weekly for staffings and peer support.
4. Family therapists work interchangeably as primary (daily) workers and secondary (weekly) workers as members of service teams.

70% of children already dispositioned for placement maintained at home.

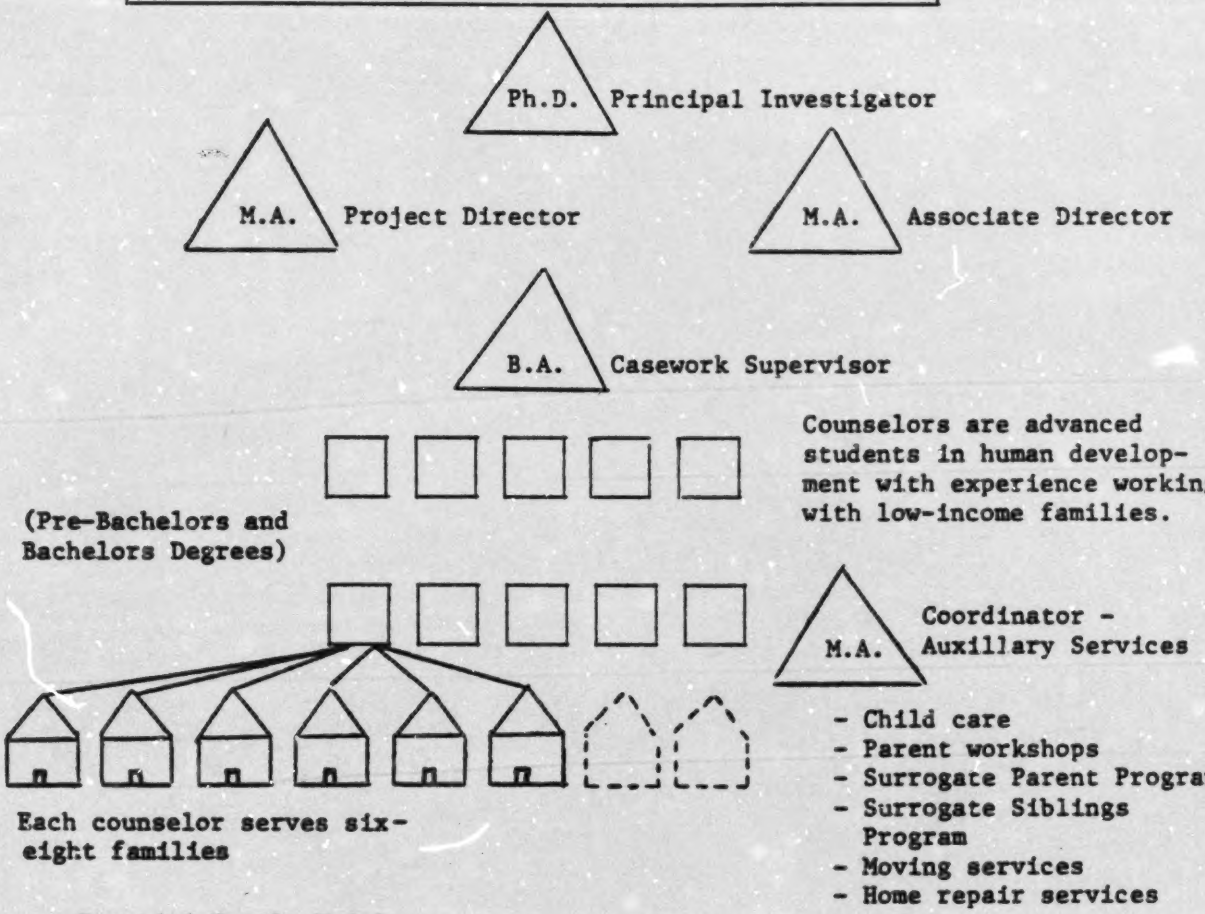
Cost per family served equals cost of one average foster home placement.

(PACT) PARENTS AND CHILDREN TOGETHER

WAYNE STATE UNIVERSITY

DETROIT, MICHIGAN

Sponsored by a grant from
Wayne County Department of Social Services to
Department of Family and Consumer Resources,
Wayne State University.


Ph.D. Principal Investigator
M.A. Project Director
M.A. Associate Director
B.A. Casework Supervisor
Counselors are advanced students in human development with experience working with low-income families.
(Pre-Bachelors and Bachelors Degrees)
M.A. Coordinator - Auxillary Services
- Child care
- Parent workshops
- Surrogate Parent Program
- Surrogate Siblings Program
- Moving services
- Home repair services
Each counselor serves six-eight families

Extended Family Model

1. Staffed by persons trained in child development and family relationships.
2. Strong emphasis on supportive interpersonal relationship between counselors and family members.
3. Focus is on re-creating the feeling of "family" and on providing the the kinds of support a positive extended family would offer.

77% of families served remain intact.

Average cost per family is $1,350.

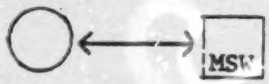
(Prepared by National Clearinghouse for Home-Based Services to Children, School of Social Work, The University of Iowa, Oakdale Campus, Oakdale, Iowa 52319).

HOME MANAGEMENT SERVICE
FOR
FAMILIES WITH EMOTIONALLY DISTURBED CHILDREN
SOUTHERN HOME FOR CHILDREN
PHILADELPHIA, PA

Multi-functional, voluntary child caring agency

Director of
Home Management

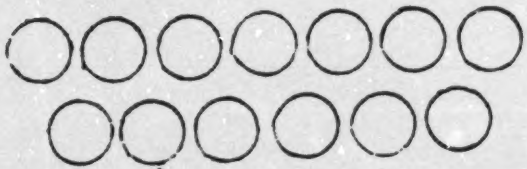
Family Treatment Team



An MSW Social Worker and a Home Management Specialist compose the family treatment team for each client family. The Social Workers coordinate all services received by family. (Psychiatry, child care, creative arts, educational, and vocational Home Staff).

Experienced Trainer | Associate Degree | Masters Degree

Home Management Supervisors



- Home Management Specialists provide life skills instruction, support, and motivation to caretakers of children. (All are over 30 and have overcome same difficulties that confront clients).

Each Specialist serves 10 families.

Youth Counselors - Young men who function as male role models and motivators for child clients.

1. Psychiatrists provide weekly consultation to "Family Treatment Team."
2. Home Management Specialists provide life skills instruction for multi-problem families with troubled children.
3. Goal is for family to attain reasonable minimum level of social functioning.

Four out of five youngsters (80%) maintained at home by provision of home services

In three years since inception of Home Management Services, average length of stay in residential treatment has been reduced from 18 to 12 months.

(Prepared by National Clearinghouse for Home-Based Services to Children, School of Social Work, The University of Iowa, Oakdale Campus, Oakdale, Iowa 52319)

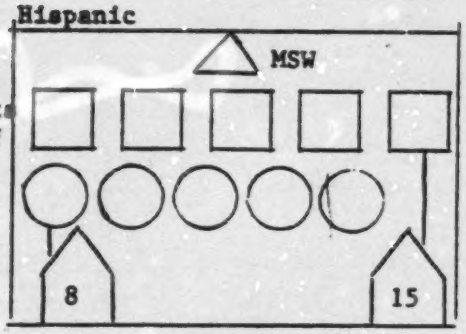
LOWER EAST SIDE FAMILY UNION

NEW YORK, NEW YORK

Semiprivate and public community based early intervention project. Board of Directors composed of agency administrators and community residents.

Executive Director

Hispanic



Workers are community residents with wide range of knowledge and experience.

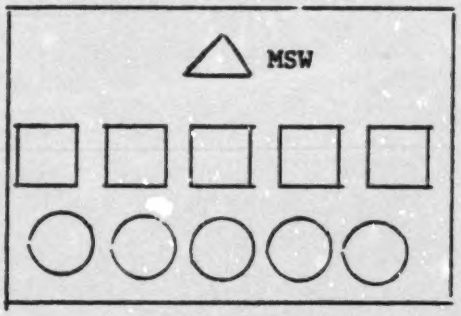
Team Leader - Coordinator and supervisor of team activities.

SWA's (Social Work Associates) - develop family service contracts.

HMK's (Homemakers) - directly supervised by team leader.

15 high risk cases per SWA
8 high risk cases per HMK

Asian Staff & Clientele

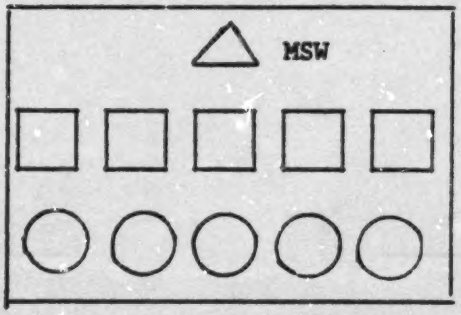


Team Leader

Social Work Associates

Homemakers

Black & White Staff & Clientele



Team Leader

Social Work Associates

Homemakers

1. Agency goal is to help families use existing services more effectively.
2. Case management includes locating and contracting for both short and long term services.
3. Contracts at the agency level assure that families get services contracted for.
4. A fourth team focuses on community development.

SELECTED MODELS

	Project OPT Madison, WI	FAMILIES Westbranch, IA	PACT Detroit, MI	LESFU New York City	Homebuilders Tacoma, WA	Association for Jewish Children Philadelphia, PA	HCT Madison, WI
STAFF	6 Master's Degrees behaviorally oriented parent training multi-disc.	Prof./Bachelors/ Masters/multi-disc.	Advanced students in human dev./social work/health	Prof./para team	MSW's	Prof./para/ volunteer team	Master's Degrees
TECHNIQUES	Behavioral orientation	Totally eclectic	Intensive short-term focus on Ed. in child care and home management	Direct brief crisis intervention with contracting long-term service	Intense Crisis Intervention	Long-term - agency as extended family	Multi-disc. behavioral orientation
CASELOAD	6 families	2-5 families	6 families	15 families	2-3 families	4-6 families	5 families
SUCCESS (families avoiding placement)	75%	*70%	77%	92%	86%	Reduced agency placement by 60%	
SERVICE DURATION (Average)	12 wks.	7.8 mos.	6 mo.		6-8 wks.	6 mo-1½ yr.	1 year
COST (Average)		$700/mo.	$1,350	$1,500	$1,470	$2,700	

*This figure based on HBFC service to 100 families after child was already decisioned for placement in residential institutional setting.

THE UNIVERSITY OF IOWA
NATIONAL CLEARINGHOUSE FOR HOME-BASED SERVICES TO CHILDREN
OAKDALE CAMPUS
OAKDALE, IOWA 52319

BEST COPY AVAILABLE

E. Definition - The Home-Based Family Centered Model

BEST COPY AVAILABLE

DEFINITION

THE HOME-BASED FAMILY CENTERED SERVICE

MODEL

1. A COMMITMENT TO THE PRINCIPLE THAT THE FIRST AND GREATEST INVESTMENT BE MADE TO THE CARE AND TREATMENT OF CHILDREN IN THEIR OWN HOMES BEFORE MORE RADICAL MEASURES ARE TAKEN.

2. SERVICES ARE AS COMPLETE, COMPREHENSIVE, AND INTENSE AS IS NECESSARY TO EFFECT PROBLEM RESOLUTION AND TO STRENGTHEN AND MAINTAIN THE FAMILY. STAFF IS AVAILABLE TWENTY-FOUR HOURS A DAY, SEVEN DAYS A WEEK, OFTEN SERVING AS EXTENDED FAMILY.

3. THE SERVICE SETTING IS PRIMARILY THE HOME, BUT INCLUDES PROBLEM-SOLVING EFFORTS IN THE FAMILY'S ECOLOGICAL SYSTEM (WHERE FAMILY INTERFACES WITH COMMUNITY SYSTEMS).

4. THE PARENTS REMAIN IN CHARGE, AND THE FAMILY IS THE SERVICE UNIT. THE FAMILY IS RECOGNIZED AS THE PRIMARY CARE PROVIDER, HEALTH CENTER, SOURCE OF NURTURE, AND EDUCATOR.

5. THE FOCUS MAY BE DEVELOPMENTAL AND/OR REMEDIAL, AND SERVICES EXTENDED MAY BE UNDER SOCIAL, HEALTH, OR EDUCATIONAL AUSPICES; YET THE NEEDED SERVICE COMPONENTS ARE MADE AVAILABLE.*

6. THERE IS MAXIMUM UTILIZATION OF FAMILY RESOURCES, EXTENDED FAMILY, AND COMMUNITY.

7. MANY OF THE PROGRAMS PROVIDE HELP WITH ANY PROBLEM PRESENTED BY THE FAMILY OR OBSERVED BY THE SERVICE TEAM. IF THE HOME-BASED FAMILY CENTERED TEAM DOES NOT HAVE THE EXPERTISE OR RESOURCES NEEDED, IT ARRANGES FOR OR CREATES THEM.

8. THE "FAMILY-IN-COMMUNITY" IS THE HUB AROUND WHICH THE SPOKES OF SERVICE, PROBLEM RESOLUTION, AND LEARNING NEW METHODS OF COPING TAKE PLACE.

[redacted]

*PROGRAMS WITH DEVELOPMENTAL EMPHASIS, RATHER THAN CORRECTIVE, MAY BE LESS INTENSE.

F. Cross Cultural Exercises

EXERCISE: ROLE PLAYING AN INTERVIEW *

Time	Purpose	Setting	Materials
90 minutes	. To explore feelings in a cross-cultural setting . To practice interviewing in cross-cultural settings . To analyse the completed interviews	Total group	. Wall chart . Case study handouts . Observer's form

Distribute the case study materials to each participant. (Three sets of role plays.)

Ask for 6 volunteers. Assign 3 volunteers the role of the caseworker and the remaining volunteers the role of the client. Instruct the remainder of the group to observe each of the 3 interviews and to complete the observation form for each interview after it is finished. Distribute the forms. Note that each technique should be anlyzed in terms of how it was used in cross-cultural counseling.

Divide the volunteers into pairs and assign one role-play situation to each pair. Have the first pair of volunteers role-play the first situation. Allow 10-15 minutes for the role-play. Call time and have the observers complete their forms. Allow 5 minutes. Continue the same procedure until the three role-play situations have been completed.

With the total group, process each role-play situation. For each role-play, solicit responses from the observers on each point. Highlight commonalities and differences. Conclude the discussion by highlighting the effect of style and personality in interviewing, as well as personal and professional values.

*Taken from A Curriculum in Cross-Cultural Awareness for Human Service Workers. Region X Child Abuse and Neglect Resource Center, Seattle, Washington (206) 624-1062.

HANDOUT--ACTIVITY 9

Role Playing Exercise #1

Social Worker's Role

You are 32 years old and have been a social service worker for 5 years. Although you do not have an M.S.W., you have taken at least half of the classes and when time and money permit you are planning on going back to school.

Although you have not worked with this particular client, Mrs. Diaz, you are familar with the case. You are concerned that the language barrier may get in your way - and note on the case record that the physician for the migrant camp says all 7 of the Diaz children have lice.

It is your hope that Mrs. Diaz will keep her future appointments with you, as the camp is so far out of town and as it is merely the start of the "season" the family could be in your area for quite a while.

The case came originally to the agency's attention when two of the smaller children, left alone during the day, were discovered having fallen down an abandon well.

You are going to focus on putting the children into school or preschool for this particular interview.

HANDOUT--ACTIVITY 9

Role Playing Exercise #1

Client's Role

You are 28 years old and the mother of 7. You have had two miscarriages. You are originally from a small Mexican town where your parents still live. Although Spanish is the comfortable language for you, you pride yourself in knowing enough English to be the spokesperson for your family. If English is spoken slowly, you understand it.

You are very fearful of this interview - your family has not had a good year financially, and you have had to have all your older children work with you in the fields.

You feel both anger and relief that your 2 youngest were discovered in the well. Anger, because now you are in trouble - losing a day of work - and relief, because you have finally been discovered - you and your family do not have "legal papers".

Also, you know that a medical person was visiting and said your children were dirty. This makes you feel ashamed and defensive.

HANDOUT--ACTIVITY 9

Role Playing Exercise #2

Social Worker's Role

You have worked with your agency for 3 years doing cross-cultural counseling at least 50% of the time. You just moved to Alaska and this is a new client.

The Peterson family is from the lower Yukon and is a mix of Indian and Eskimo cultures. You have experienced working with Indian cultures and are anxious to see how the two have fit together.

The family came to the agency's attention after leaving the children alone at night, while the parents "went to a party". They have recently moved from a small village where child care responsibilities are often shared, and the Peterson family has no relatives here in town.

The family has 4 children, ages 4-14.

HANDOUT--ACTIVITY 9

Role Playing Exercise #2

Client's Role

You are Frank Peterson from a small village on the lower Yukon River. You are Athabascan and your wife, Mary, is Eskimo.

You have always been a fisherman, but moved to town to find employment. You have not been able to find a job, but Mary is working as a motel maid. You hate this - as you are the man and you should be running the family. You drink too much, but it helps you forget you are not in control.

The police told you to go to the Protective Services' office, but it is not run by persons who you want to confide in.

You feel displaced and ashamed that your son sees his father doing nothing but watching television and changing diapers.

You have 4 children, ages 4-14.

HANDOUT--ACTIVITY 9

Role Playing Exercise #3

Social Worker's Role

You have just graduated from an M.S.W. program in the Mid-west. This is your first job, a drop-in center in Seattle's Central District.

You are eager to become accepted by the community. You are 25, male caucasion and you're nervous about dealing exclusively with minority clients. You have, however, worked as a graduate student on Chicago's south side, and you do have some crisis intervention experience.

You feel uncomfortable when interviewing young women and would prefer working with clients while playing pool or shooting baskets.

HANDOUT--ACTIVITY 9

Role Playing Exercise #3

Client's Role

You are a 16 year old black girl. You dropped out of school a year ago, and are making your living on the streets. Twice you have been picked up for prostituting - recently you were badly beaten and had to be hospitalized.

You have tried to go straight, and to live at home with your mother, but your brothers sexually abuse you.

While in the hospital, a friend told you of a place where she got help with some "heavy" problems. You have decided to give it a try. Once here, you begin to feel that this drop-in center idea was probably a big mistake for you.

HANDOUT--ACTIVITY 9

Observer's Form

Interview Technique	Purpose	Interview #1	Interview #2	Interview #3
1. Listening	Obtain facts & feelings from client about his/her problem			
2. Asking questions	Gather more facts & feelings - Clarify your's & client's thoughts - Re-direct interview			
3. Awareness of client's feelings	More thorough understanding of client's situation			
4. Analyzing facts	Identify strengths & weaknesses, patterns of behavior, aspects of client's lifestyle or culture which would affect treatment planning			
5. Talk on client's level	Communicate clearly without putting client down			

99

Observer's Form (Page 2)

Interview Technique	Purpose	Interview #1	Interview #2	Interview #3
6. Objectivity	Look at client's situation & recognize your personal & professional values acting on your judgment			
7. Avoid cliches from your culture	Avoid creating misunderstanding over intent of statement			
8. Present client with pros & cons of his/her situation	Assist client in "seeing" positive options open to him/her			
9. Practical suggestions	Concrete suggestions client could act on in next week			
10. Reassurance, support	Encourage & assure client you are trying to HELP even though you may be legally required to intervene in his/her home			
11. Suggesting alternatives	Assist client in making his/her own decisions			

Observer's Form (Page 3)

Interview Technique	Purpose	Interview #1	Interview #2	Interview #3
12. Guidance	Some clients (& situations) require more structure (& possibly legal intervention) than others			
13. Know when to be firm, gentle, forceful.	Bring about desired responses from client			
14. Action	Help client that day			
15. Sum up interview	Help client clearly understand the content of interview & any expectations placed on him/her			

FILM: "THE INTERVIEW"

Time	Purpose	Setting	Materials
75 minutes	. To critique an interview . To identify cultural variables	Total group	. Film: "The Interview" . 16 mm. projector/ screen

Set up the projector and film in advance.

Show the film. When the client walks out of the room at the end of the film, turn the projector off. Have the participants critique the interview in terms of cross-cultural counseling. Turn the projector on and show the remainder of the film which contains a commentary on the interview.

Summarize by critiquing the commentary.

G. Salient Similarities of Successful HBFCS Models

HOME BASED FAMILY CENTERED SERVICE
SALIENT SIMILARITIES OF SUCCESSFUL MODELS

1. PRIMACY OF WORKER-FAMILY RELATIONSHIP

2. NON-SPECIFIC, GENERALIST NATURE OF PROGRAMS

3. FAMILY AND COMMUNITY SYSTEMS THEORY PROVIDES THEORETICAL FRAMEWORK

4. TREATMENT PROGRAMS INCLUDE AN ECLECTIC ARRAY OF APPROACHES AND TECHNIQUES

5. WORKERS FACILITATE COORDINATION OF ALL SERVICES A FAMILY RECEIVES

6. STRONG EFFORT TO HELP FAMILY MEMBERS DEVELOP THEIR OWN SUPPORT SYSTEMS AND TO ADVOCATE FOR THEMSELVES

7. AT LEAST 2 WORKERS ASSIGNED TO EACH FAMILY

8. CONTINUOUS STAFF DEVELOPMENT PROGRAMS AND STRONG AGENCY SUPPORT FOR WORKERS

9. HIGH WORKER MORALE AND LOW STAFF TURNOVER

10. STRONG DEMAND FOR SERVICE

- - -

H. Possible Reasons For the Effectiveness of HBFCS

POSSIBLE REASONS FOR THE EFFECTIVENESS OF HOME BASED FAMILY CENTERED SERVICE PROGRAMS

1. IN-HOME ASSESSMENT INCLUDES OBESRVATION IN THE NATURAL SETTINGS AND INCLUDES THE FAMILY AND COMMUNITY SYSTEMS' RESPONSES TO TREATMENT EFFORTS.

2. FLEXIBILITY AND IRREGULAR HOURS AVAILABILITY IMPROVE THE CHANCES THAT HELP WILL BE OFFERED WHEN CHANGE IS MOST POSSIBLE.

3. STRONG WORKER-FAMILY RELATIONSHIPS ARE OFTEN A POWERFUL CATALYST TO MOTIVATION, HOPE, AND MEETING DEVELOPMENTAL AND EMOTIONAL NEEDS.

4. THE PERSONS AND SYSTEMS WHO WILL BE RESPONSIBLE FOR SUSTAINING CHANGE ARE INVOLVED FROM THE ONSET. THIS INCLUDES A STRONG EMPHASIS ON THE DEVELOPMENT OF ALTERNATIVE SUPPORT SYSTEMS.

5. READILY ACTIVATED (SOMETIMES DAILY) INFORMATION EXCHANGE AND TROUBLE SHOOTING ARE POSSIBLE AMONG THE KEY PERSONS AND SERVICES.

6. TEACHING AND TRAINING TECHNIQUES ARE DESIGNED TO "FIT" THE REAL LEARNING NEEDS OF FAMILY MEMBERS.

7. PSYCHOLOGICAL AND CONCRETE SERVICES ARE INTEGRATED.

- - -

NATIONAL RESOURCE CENTER ON FAMILY BASED SERVICES
UNIVERSITY OF IOWA OAKDALE CAMPUS
OAKDALE, IOWA 52319

I. Logistics of Placement

"LOGISTICS OF PLACEMENT"

Rationales	Counter Considerations
1. Protection of the placed family member from a bad family situation.	But little is done to alter the family situation, and the child is returned to it, or raised in temporary foster or institutional care.
2. Separation of the youngster from a detrimental peer group.	But institutions are not famous for positive peer models.
3. For special education.	Recent legislation requires schools to provide an educational program for all children who may be different in some way.
4. Placement for evaluation.	Observations of behavior which occur outside the natural habitat are not valid beyond the evaluation setting. Also, most have already had one or more evaluations.
5. Exposure of one family member to a group of professionals.	Children treated outside the family system present serious prognostic problems. Problems created by placement take precedence.
6. Protection of the community.	Usually the youngster returns to some community.
7. Family is weak and uncaring.	The family is powerful and attached. We underestimate its strengths.
8. The child will be harmed if left in the home.	Scars resulting from separation are deeper and more permanent than those which may result in the home in most cases.
9. Adults over-identify with the child, want to "save" or rescue.	Separation and placement may be better for the "rescuer" than for the "rescued." We do not appreciate the trauma of separation and placement.

****

National Resource Center on Family Based Services
University of Iowa Oakdale Campus
Oakdale, Iowa 52319

J. Review of Research on HBFCS Programs

REVIEW OF RESEARCH

ON *HOME BASED FAMILY CENTERED* PROGRAMS

National Clearinghouse for
Home-Based Services to Children
and Their Families
The University of Iowa
Oakdale Campus
Oakdale, Iowa 52319

(Originally made possible by Grant #90-C-1436 (01) from the Children's Bureau, ACYF, DHEW.)

REVIEW OF RESEARCH

The most recent issue of the Encyclopedia of Social Work identifies two purposes for research in social welfare problems and programs.

> The first is to achieve a better fit between human needs and welfare goals. The second is to increase the likelihood that those goals can be obtained.[1]

Generally, research is intended to help discover and understand what we need to know to make the profession more resourceful and effective. Caro describes the purpose of "formative evaluation" to be the refinement of a program while it is in progress. He states:

> The results of the evaluation lead to renewed planning that, in turn, results in modification of the intervention. Through repetition of a cycle of planning, implementation, and evaluation, an effective and efficient instrument for achieving desired results is sought.[2]

Rossi and Wright give a similar definition for evaluation research:

> Evaluation research is part of a broader effort to bring rationality into the policy making process. It

---

[1] Encyclopedia of Social Work, 17th ed., s.v. "Research in Social Work," by Henry Maas.

[2] Ibid., s.v., "Research in Social Work Program Evaluation," by Francis G. Caro.

> can provide decision-makers with empirical evidence on the utility of ongoing social policies, on the cost-benefit ratio . . . and on the relative effectiveness of possible policy alternatives.[3]

Evaluation research may range from simple monitoring and accounting of the program in question to a study of the process of service delivery (Are clients being drawn from the target population? Is the program operating according to its initial design?) to an assessment of the program's outcome (Whether the program produces the intended results). Rossi and Wright further refine evaluation research, to include what they term "process evaluation," the definition which best describes this study:

> . . . process evaluation is designed to serve operational needs of program personnel. It is useful primarily for alerting staff to incipient weaknesses or unintended failures of a program and for insuring proper operation by those responsible for its administration.[4]

In Rossi's view, process evaluation is the primary type of research to be applied to programs that have very broadly defined goals. The style provides immediate and sensitive feedback for program operators.

---

[3]Peter H. Rossi and Sonia R. Wright, "Evaluation Research: An Assessment of Theory, Practice, and Politics," Evaluation Quarterly 1 (February, 1977): 6.

[4]Ibid., p. 21.

Child Welfare Research

The content of the literature reflects the preoccupation with the child in social welfare, as exemplified in both policy formulation and practice. Likewise, research has been primarily concerned with the child, often at the exclusion or near exclusion of the family. Newberger and Bourne, one a physician and the other an attorney, have defined a concern of many in relation to the recent emphasis on and redefinition of "child abuse." They note that:

> Certain symptoms of family crisis and childhood injury are being "medicalized" and "legalized," and called "child abuse"--to be processed and dealt with by a range of professionals who derive their social legitimacy and support in the process.[5]

These authors go on to express concern over the practice of separating children from their natural homes in the interest of their and society's protection and remind us of the distinction between "compassion" and "control." A prior review of child welfare research led one group of investigators to note that the focus has been principally on substitute care.[6] At the same time, Dinnage and Pringle write:

> It is hoped that it will soon become possible to review what is known about the effects of substitute

---

[5]Eli H. Newberger and Richard Bourne, "The Medicalization and Legalization of Child Abuse," American Journal Orthopsychiatry 48 (4) October, 1978.

[6]Ann W. Shyne et. al., "Filling a Gap in Child Welfare Research: Service for Children in Their Own Homes," Child Welfare 51 (9) November, 1972.

> care . . . Research in this area has been far from adequate. Considering the volume of research over the past 18 years, it is disappointing that more is not known.[7]

Family Unit Research

Prior to 1952 there was almost no research with multiproblem families; that was the year in which Buell's initial St. Paul study was published. Social workers have failed to capitalize on the accessibility of information available in the home. Research has not been a priority for the profession. Graubard suggests that we have attributed a somewhat mystical sacredness to family life. He offers this as an explanation for why the family has essentially been ignored prior to the past three decades, as an object for research.[8] This view is in keeping with that of Houghton, who noted 20 years ago that:

> The Victorian home was not only a peaceful, it was a sacred place. For the agnostics, also, the home became a temple . . . to learn the sentiment of attachment, comradeship, reverence of love.[9]

---

[7]Rosemary Dinnage and M. L. Kellmer, Residential Child Care Facts and Fallacies: A Review of Research in the United States, Western Europe, Israel & Great Britain Between 1948 and 1966. (London: Longmans, Green and Company Ltd., 1967), p. 32.

[8]Stephen R. Graubard, ed., "The Family," Deadalus (Spring, 1977) Vol. 106.

[9]Walter E. Houghton, The Victorian Frame of Mind (New Haven: Yale University Press, 1957), pp. 346-57.

The family in all its various forms remains the primary socializing environment. In reviewing John S. Mill's views, Houghton describes the family as the religion of humanity, the answer to increasing commercialism and declining religion.[10] This somewhat mystical view of the family has delayed its acceptance as a legitimate arena for research. One group of authors places the roots of family research at the beginning of this century:

> From the merging of often independent efforts in the field of psychiatry, psychoanalysis, sociology, and related areas, as well as from the extensive concern about the family expressed by educators, the clergy, market researchers, and the lay public, there has evolved an extensive body of knowledge about the family. The foci have included the family's structure and functions and the dynamic processes which contribute to its health or pathology.[11]

Harry Stack Sullivan, in his many writings, gives credit to the emphasis on interpersonal relationships and the child guidance movement for the new interest in the family as a unit of study and treatment. While recognition of the family as an arena or school for life and interpersonal relationships is not new, until three decades ago the family was not approached in practice as the unit of treatment. In 1959, Speigel and Bell lamented the lack of progress:

---

[10] Ibid.

[11] Josephine Bates, Manzer Griswold, and Robert McDonald, Family as a Unit of Study and Treatment, Joan W. Stein and Trova W. Hutchins, eds. (Seattle: Regional Rehabilitation Institute, University of Washington, 1968), p. 6.

> In the context of the habitual lip-service paid to the family-as-a-whole, isolated groups or individuals have attempted to maintain a focus on the family in diagnostic formualtions and treatment procedures, but attempts to bring the family to the forefront have not become established.[12]

Psychoanalytic thought and the influence of the medical model, plus the pattern of the religious confessional, have delayed implementation in practice of that which was accepted in theory. Zilbach maintains that psychiatry continues to exclude children from family and vice versa, due largely to their traditional polarization of adult and child in practice.[13] Minuchin also notes that:

> The importance of the individual's context is recognized, but there has been a curious dearth of therapeutic attempts to modify that context. This is particularly striking in the care of children who can be assumed to be deeply involved with some form of family group . . . the general therapeutic response has been only to separate him from those influences, either by individual psychotherapy, or by behavioral therapy, or parentectomy.[14]

---

[12]John P. Spiegel and Norman W. Bell, "The Family of the Psychiatric Patient," American Handbook of Psychiatry, Silvano Ariete, ed., Vol. 1 (New York: Basic Books, 1959), p. 134.

[13]Joan J. Zilbach, "The Family in Family Therapy," Journal of American Academy of Child Psychiatry 13 (Summer, 1974), pp. 466-67.

[14]Salvador Minuchin et. al., "A Conceptual Model of Psychosomatic Illness in Children," Archives of General Psychiatry 32 (August, 1974), p. 1032.

HOME BASED FAMILY CENTERED Research

"HOME BASED FAMILY CENTERED" refers to those programs characterized by the following:

1. A commitment to the principle that the first and greatest investment be made to the care and treatment of children in their own homes before more radical measures are taken.
2. Services are as complete, comprehensive, and intense as is necessary to effect problem resolution and to strengthen and maintain the family. Staff are available twenty-four hours a day, seven days a week, often serving as extended family.
3. The service setting is primarily the home, but includes problem-solving efforts in the family's ecological system (where family interfaces with community systems).
4. The parents remain in charge, and the family is the service unit. The family is recognized as the primary care provider, health center, source of nurture, and educator.
5. The focus may be developmental and/or remedial, and services extended may be under social, health, or educational auspices; yet the needed service components are made available.*
6. There is maximum utilization of family resources, extended family, and community.
7. Many of the programs provide help with any problem presented by the family or observed by the service team. If the HOME BASED FAMILY CENTEPED team does not have the expertise or resources needed, it arranges for or creates them.

*Programs with developmental emphasis, rather than corrective, may be less intense.

8. The "family-in-community" is the hub around which the spokes of service, problem resolution, and learning new methods of coping take place.

In this context, home-based care has been practiced scarcely more than a decade. Programs are comparatively few in number. This accounts for the limited references in the literature. While intensive supportive service programs are comparatively new, they have been more closely scrutinized than have substitute care programs. Listed here is a brief summary of the results of HBFC research.

Association for Jewish Children of Philadelphia

Goldstein has reported on the Association for Jewish Children of Philadelphia service program to children in their own homes. Of the 68 families, most were high risk[16] and had more than one child in need of intensive service. Over half had an annual income under $5,000. Sixty-one percent were single parent. Over half of the families had received service from more than one community agency, some from up to thirteen agencies. Verbal techniques were found to be secondary to "living it out" with the family. Long-term service was found to be inevitable. Some families have been active with the agency six years. The agency becomes the family's "extended kinship" and is available every day of the year, around the clock. Less than five percent of the families served over a three-year

---

[16] "High risk" refers to families possessing a configuration of characteristics that have been strongly associated with out-of-home placement and at least one member is judged to have high risk of removal.

period required placement away from home.[17]

Rutgers Study

Wolock and colleagues have compared the relative effectiveness of a foster, residential, and own-home program. Comparisons were made between the three groups in nine major areas of family life at the beginning and end of a twenty-four month-period of service. They found basically similar profiles among the families at the time of intake, except that the in-home group of children was somewhat more poorly adjusted than those in placement. A more favorable outcome was found in a greater number of areas for children served in their own homes and foster homes, than with the children in institutions. Own-home children fared best in the most areas. Residential care was found to be two and one-half times more costly than foster care, and thirteen times more expensive than the own-home service. The researchers concluded:

> The own-home program not only constitutes as viable and as effective a program as foster or residence placement programs, but a much less costly one as well. The quest for factors which might be related to outcome proved generally disappointing although one important finding did emerge, namely that families' and children's movements were correlated.[18]

---

[17] Harriet Goldstein, "Providing Services to Children In Their Own Homes: An Approach That Can Reduce Foster Placement," Children Today 2 (July-August, 1973), pp. 2-7.

[18] Isabel Wolock et al., "Three Child Care Programs: Comparative Study," unpublished paper, Ludwig Geismar, New Brunswick: Rutgers University, Graduate School of Social Work, 1977.

Willner Study

Willner and associates reported on a program designed to provide treatment, educational and recreational services to severely disturbed children and their parents. The researchers report that the program has enabled parents to maintain their children at home and school achievement has improved perceptibly. Most of the children have been able to move out of the project's classrooms into special education classes in the public school system and a few have been able to go into regular classes. The success of the program prompts the authors to promote it as a workable alternative to residential treatment for a significant number of disturbed children.[19]

Schlacter Practice Report

Schlachter notes that in his work non-verbal communication packed into a one-hour session held in the home seems to telescope weeks or even months of effort in his private office. He suggests that focus on inner psychic dysfunction per se has caused practitioners to slight studying the individual where he/she lives.[20]

---

[19]Milton Willner, Harold Perry, and Thomas Rhem, Project Treat: A New Approach to the Severely Disturbed Child," Child Welfare 51 (July, 1972), pp. 460-464.

[20]Ray H. Schlachter, "Home Counseling of Adolescents and Parents,: Social Work 20 (November, 1976), p. 428.

The CES Project

Burt, reporting on the final results of the Nashville Comprehensive Emergency Services Project, has demonstrated how out-of-home placement can be reduced by the integration of services, and the provision of comprehensive services to family units. The program provided 24 hour, 7 day a week intake, emergency caretaker services, 24 hour emergency homemaker service, emergency foster homes for temporary care, emergency family shelter care, and standby shelter care for older abused and neglected children. In addition, the Juvenile Court and Department of Social Services coordinated decision-making on placement. Included in the findings were a 51 percent decrease in the number of children removed from home and an 85 percent decrease in the number of children institutionalized. The program totally eliminated the institutionalization of children under six and affected a significant decline in recidivism of cases. Compared to the system it supplanted, the program brought a net savings of $68,000 annually. Followup efforts on those children who were placed and intensive work with their parents reduced long-term foster care (2 years or more) from 94 percent to 34 percent in that community.[21]

[21]Marvin R. Burt, "Final Results of the Nashville Comprehensive Emergency Service Project," Child Welfare 55 (November, 1976), pp. 661-664.

This appears to be an excellent example of how program design may account for effectiveness.

The Jones Study

Jones has reported on a demonstration study administered by the new York State Department of Social Service to 549 families. The project was evaluated by the Child Welfare League of America staff. The families had few resources and a myriad of environmental and functioning problems. All the families had children who had been dispositioned for placement. They were poor, had female heads of family, more children than the average American family, and the parents had an average of ten year's formal education. The findings indicate that a program of intensive counseling and concrete services made readily available to the families when placement is imminent, can be effective in preventing placement and reducing the length of placement. The program also enhanced the functioning of parents and children, improved the environmental conditions of the family, and secured considerable savings. The worth of the availability of strong, supportive, and supplemental services to families was validated.[22]

---

[22]Mary A. Jones, "Reducing Foster Care Through Services to Families," Children Today 5 (November-December, 1976), pp. 7-10

Homebuilders

In 1975 Homebuilder's in Tacoma, Washington, began an intensive family-centered service program. Components of the design include 24 hours availability and no screening of referrals. Clientele consists of families with severe and long-term problems. Techniques utilized include modeling, advocacy, facilitating utilization of community resources, contracting, and teaching communication skills. In the 119 families seen during the first two years of operation, 188 family members were judged as having high potential for placement. The researchers report that placement was prevented in over 85 percent of the cases through the third year of operation, and almost all of the cases reported continuing satisfaction with the crisis resolution which prompted referral.

A study of families served during 1977 were compared with a control group. Of the 41 families treated, 30 avoided placement, and the cost of service was $3,346 per family. Cost for the cases placed was $4,991.[23]

---

[23]Jill Kinney et al., "Home Builders: Keeping Families Together," Journal of Consulting and Clinical Psychology 45 (August, 1977), pp. 667-673.

The Lower East Side Family Union

The Lower East Side Family Union in New York City, created in 1971 to serve lower Manhattan, serves a clientele consisting of 46 percent high risk families. The annual report (October, 1977) indicates home-based service was provided to 193 high risk families with 675 children. Eleven of these families had 22 children who required placement during service. Half of those were from two families. All but five of the families were reunited within two months.[24]

Home Start

Home Start, an extension of Head Start, is a significant domestic-based program which has been piloted and evaluated. Evaluation of this program revealed that Home Start staff has given increasing attention to nutrition, health, and social/psychological components. A more comprehensive service program to the family has evolved. Frequency and duration of home visits were found to be positively

---

[24]Lower East Side Family Union, Annual Report, 1977 (Duplication copy, New York City: Lower East Side Family Union, 1977).

associated with program effectiveness.[25] Parenting skills are taught along with the emphasis on preparation for entry into school. An evaluation of the program strongly suggests that a child's home and the people in it can provide an appropriate setting for the delivery of comprehensive child development services.[26]

The Bryce Study

The purpose of this study was to investigate the FAMILIES intensive in-home social service program. Specifically, the two major areas studied were: (1) To assess client, therapist, and worker ratings of the Design and Technique characteristics (see page 20 for items) inherent in the FAMILIES program and (2) to assess the degree of association between the Design characteristics and helpfulness of the in-home service as judged by the clients, therapists, and referring workers. Two hypotheses of primary concern were tested: (1) That a higher rating of Design characteristics than of Technique characteristics would be given by the three groups tested and (2) the three groups would positively associate

---

[25]Faye E. Coleman, Status of the Home-Based Effort Within Headstart (Washington, D.C.: Children First, Inc., 1977).

[26]Esther Kresh, National Home Start Evaluation: Final Report (Ypsilanti: High/Scope Educational Research Foundation, 1976).

Design characteristics and helpfulness of the in-home service.

The first hypothesis was partially supported, in that the Client group judged Design characteristics to be significantly more important than Technique characteristics. Technique characteristics were rated low combined across groups and items, especially by the Client group. This judging may suggest that clients value the circumstances and conditions in which help is provided (as reflected in the Design items) more highly than the specific Technique or way in which the help is provided (as reflected in the Technique items). Design characteristics are perhaps more tangible and more readily understood by the clients than the Technique characteristics. Except for the clients' low rating of Technique characteristics, there was little difference among the groups in the ratings of Design and Technique. Overall, the absolute level of rating was very high. The high overall rating created a ceiling effect, which speaks favorably for the FAMILIES program. The Design variables most highly rated by the respondents were those basic to the FAMILIES program. The most highly rated Design items were: (1) The home is the base of service. (2) The parents remain in charge. (3) The family is the focus of treatment. The Technique items most highly rated were:

(1) Help with open and direct, honest and clear communication. (2) Positive reinforcement.

The second major hypothesis was strongly supported by the findings. Design characteristics were positively associated with program helpfulness at a significant level (.001 for 10 of the 12 items). Given that the purpose of the program is to be helpful to clients, this finding is supportive of the FAMILIES program model.

Based on the criteria used in this study, the respondents strongly supported the in-home Design and Technique components of the FAMILIES program. The results suggest that intensive home-based care is a viable alternative to out-of-home placement because: (1) the families studied consisted of families with at least one member for whom placement was imminent and (2) 70 percent of the children named as the reason for referral have remained in the home following the service. This finding is in agreement with those of other researchers previously cited; i.e., children can be effectively treated at home in the family context. This finding, like other major studies cited earlier, has major implications for legislators and program planners for services to children and families. Aside from humane, social, and psychological considerations, intensive home-based care for the total family can be effectively

provided for about half the cost of the institutional care for one family member. If one accepts the premise that family dynamics are central to both the etiological and remedial aspects of problematic behavior, then intensive in-home, family-focused, community-based service is strongly supported by the results of this study. This finding has implications for educational institutions. The curriculum planners in those fields training personnel in the delivery of social, health, and educational services should be aware of the trend and incorporate into the curriculum, training in home-based family-focused services.

This study shows that more than half of the families referred for intensive in-home service are characterized by the following: (1) Problems have been present for more than three years. (2) Problems were present in three or more areas of family life. (3) Problems were severe. (4) Services have been extended by four or more community agencies. (5) There is only one parent in the house. (6) Family income is near or below poverty level. (7) Community agencies have known for several years that the family was dysfunctional.

Based on these findings, an argument could be advanced for earlier referral for intensive in-home service. The results also suggest that a disproportionately high

percentage of children who are considered for placement away from home come from poor, single-parent families. This finding may reflect a cultural and professional bias.

Giordano has demonstrated that clients' perspective toward an agency can be a useful tool for gauging agency effectiveness.[27] Given the acceptance of her study results, the FAMILIES program may be viewed as being a good and effective service. If one equates client satisfaction and effectiveness, then, a strong argument may be made for both the desirability and effectiveness of the FAMILIES program.

DESIGN ITEMS

Help with basic needs
Intensity of service
Parents remain in charge
Family as treatment unit
Participation voluntary
Staff available after 5:00 p.m.
Home as service base
Staff available for crisis
Help with any problems
Staff works in teams
No fee for service
Service promptly after referral

TECHNIQUE ITEMS

Positive reinforcement
Structuring family time, space, energy
Confrontation
Interpretation of feelings and behaviors
Contracting (written)
Modeling behavior
Family/therapist relationship
Emotional honesty
Sharing personal experiences
Use of media
Supplementing parental authority
Communication skills

---

27 Peggy C. Giordano, "The Client's Perspective in Agency Evaluation," Social Work 22 (January, 1977), pp. 34-39.

The Brown Project

Fred Brown reports on the use of emergency caretakers (and homemakers) in crisis situations as an alternative to placing children (1979). This Chicago project describes the community organization aspects which involves, enabling legislation, the police, the Illinois Department of Children and Family Services, other service agencies, etc. Caretakers were utilized in families, when parents were absent for unknown reasons. The hypotheses were:

1. Use of emergency caretakers in child abuse and neglect cases can prevent unnecessary removal of children from their homes.

2. The presence of emergency caretakers during the initial crisis state of families having been reported for abandoning their children will facilitate the acceptance by the family of ongoing, in-home and out-of-home treatment services for children.

3. Where out-of-home placement of abused and neglected children is unavoidable, the presence of emergency caretakers in the home helps prepare children for placement, allows critical time for planning an appropriate placement (e.g. keeping the children together where appropriate).

4. Utilization in child abuse and neglect cases of emergency caretakers with a native understanding of the extremely severe economic and emotional deprivation under which many of these families live, will facilitate in-home treatment services.

In the thirty-nine families included in this study, the assignment of emergency caretakers prevented immediate removal. All four hypotheses were validate.

K. Case Study Examples

Case Study Examples of Home Based Family Centered Services*

The following brief case examples serve as an instructional aide in helping students understand some of the practice components in home based family centered services. The instructor is encouraged to review these examples to determine if they would be used in the course. There are no specific study questions devised for the instructor. Therefore, questions or points for discussion are left for the instructor to develop. The following is a brief introduction to the case study examples:

Case "C"

This case, designed for use by the instructor under Topic 3: (B) Assessing and Treating Family Stress highlights the special importance of the in-home assessment and follow-up intervention efforts by the worker.

Case "T"

This case assists students to gain a preliminary understanding of the qualities necessary for home based workers. This example also highlights the use of the team concept in working with families in their home.

Case "M"

Essential in the tasks of the home based worker is his role as the coordinator of services. The home based team in this example arranged several coordination efforts to improve the family's ability to cope with their deteriorating situation.

Note: Additional case examples can obviously be sought from numerous sources. The instructor may also wish to contact a school of social work in your locale or some of the home based models highlighted in this course.

*All case study examples were based on actual cases in home based settings with the identity of clients protected with a fictitious capital letter. These examples were developed by June Lloyd from the National Resource Center on Family Based Services, School of Social Work, The University of Iowa and Daniel P. Wulff, M.S.W., Practicing Consultant for that Center.

Case "C"

IN-HOME ASSESSMENT

Home-based family centered service provides assessment data gathered from within the child's family and community systems. Workers find that in-home assessments tend to be more accurate and that errors are likely to self-correct as the family responds to service efforts.

The "C" family was struggling to reunify and reconstruct itself after all three children had returned from spending three months in foster home placements. The family consisted of Mrs. "C", recently divorced, and three children, a fifteen-year-old daughter, a thirteen-year-old son and a ten-year-old son.

The present problem had been escalating conflict among the children. Even when their fighting produced significant physical injuries, Mrs. "C's" responses were ineffective and the children were placed in foster homes. In-home observations confirmed intense patterns of fighting among the children and Mrs. "C's" apparent acceptance of her lack of power to affect their behavior.

School personnel and foster parents expressed strong negative feelings toward Mrs. "C". They observed a general lack of supervision and poor hygiene and described Mrs. "C" as "unloving" and unfit. The family lived on public assistance, grants and food stamps. There were broken windows in the poorly insulated, underfurnished, and flea-infested house.

During a period of in-home observation, it became clear that despite the children's appearance and the condition of their home, there were many real strengths. The family members had immense ability to enjoy one another through family jokes, uninhibited expressions of physical affection and through playing structured and imaginative games. They were able to problem-solve rapidly and specifically and each individual was capable of good self-expression.

The workers learned that Mrs. "C" had left an isolated rural community when she was divorced. In hopes of providing a better life for her children she had chosen to move to the city and now was nearly overwhelmed by the challenge of city life. The children also missed the rural environment they had loved. The children's rough and tumble interaction was partially due to its acceptability in their previous community. Now faced with multiple frustrations at school, what appeared to be excessive conflict, was their only outlet and coping mechanism.

Circular effects were in motion. Mrs. "C" felt incompetent because she was perceived as incompetent. The more she felt incompetent, the poorer she functioned as a parent. The most helpful service goal was helping Mrs. "C" and her children to gain the confidence to believe

that they were "okay". Being known as they were naturally at home, being accepted and having their strengths noticed and validated made this possible. They were then ready to learn matter-of-factly about this community's standards and were able to choose to gain acceptance and approval in some areas.

Despite her disappointment in urban life, Mrs. "C" had arranged a sort of Big Brother relationship for the boys with a neighbor who took them on outings and provided a positive male model.

It became increasingly clear that the family's "rough and tumble" interactive style and rural values were preventing other professionals from seeing and appreciating their strengths. The school interpreted Mrs. "C's" casual attitude toward immunizations and personal hygiene as "neglect".

Mrs. "C's" inability to mobilize and project her family's strengths was due to her perceived handicaps. These included feeling ill, powerless and knowing that she was perceived as incompetent by powerful community and authority figures which included teachers, juvenile court workers, the caseworker, her ex-husband, the school nurses and the Area Education Agency specialists who had evaluated her. For instance, the home-based worker re-directed their need for physical activity by teaching them football and soccer skills. As it was replaced by other outlets fighting among the children diminished and was experienced differently by all family members. Mrs. "C" gained the hope to try and the motivation to actively parent.

Had this family not been assessed and served by a family-based approach it is probable that long-term out-of-home care would have resulted for all three children.

This case example was produced by June Lloyd of the National Resource Center On Family Based Services, School of Social Work, University of Iowa and Daniel P. Wulff, M.S.W., Practicing Consultant for that Center.

Case "T"

CHARACTERISTICS OF THE IN-HOME WORKER

Working intensely with families in their own home does not appeal to many professionals. However, to workers who are challenged by the advantages and opportunities of family based models of service, the experience is often rewarding and staff turnover is generally low.

Personal qualities which are essential in home based services include a positive philosophy about families, the ability to recognize and build on the strengths in troubled families, flexibility, a sense of humor, willingness to take calculated risks, high energy levels and the ability to creatively tailor service strategies to each unique family.

Many programs try to assure that at least one member of the team shares a common cultural, ethnic, or socio-economic background with client families. Because these staff members may have dealt with many of the same barriers client families face, they more rapidly gain credibility and can provide a special quality of nurture and support.

The "T" family (black) consisted of nine children living in an impossibly crowded, four room house in an industrial inner city area. The referral to a family-based agency followed the juvenile court involvement of the oldest son, Maurice, due to a series of breaking and entering charges.

The targeted problems were unfit housing (owned by mother's employer), physical fights among the boys, insufficient funds to provide basic needs, many small loans at exhorbitant interest rates, and the increasing illegal behavior of the younger boys.

The team assigned to the "T" family included a young male worker who had grown up near the neighborhood in which Mrs. "T's" house was located. He knew first-hand the community's problems and its leadership.

After literally exhausting the possibilities of finding an appropriate rented home, the worker helped Mrs. "T" find a large abandoned house in a blighted area, and by an ingenious bit of advocacy, arranged a down payment and financing. (The black worker was able to get the black real estate agent to contribute his commission as the down payment which was $1,000. Financing was arranged through the board member of the agency.) The workers and Mrs. "T" then mobilized family members and neighborhood residents to make the house habitable. The workers pitched in on clean-up, roof repairs and painting.

By helping Mrs. "T" move and organize the family possessions, the female worker began to develop a trusting relationship. Mrs. "T" communicated more openly about her physical problems, worries about her children and hopes for the future while they worked together on mountains of laundry or while out making arrangements for a consolidated loan.

Meanwhile, the male worker helped Maurice to locate a job that suited his skills and temperment. During the first critical weeks on the job, the worker arrived daily at 6:30 a.m. to take Maurice to work and help him to establish the habit of punctuality.

The worker spent time individually and collectively with all the children, validating and encouraging their legitimate skills and aspirations. Eventually several became members of athletic teams and other on-going activities in school and the community.

Family counseling sessions were sometimes interrupted by relatives dropping in unexpectedly, by outbursts of temper, or by a broken faucet emergency. However, bringing a coordinated program of concrete assistance, counseling, and teaching to this family, where and as they lived, doubtlessly prevented training school placement for Maurice and probably for other members of the family as well.

This case example was produced by June Lloyd of the National Resource Center On Family Based Services, School of Social Work, University of Iowa and Daniel P. Wulff, M.S.W., Practicing Consultant for that Center.

Case "M"

ROLE OF FAMILY BASED CASE COORDINATION

In the family-based process of case coordination, one caring connected worker assumes responsibility for coordinating helping efforts on the family's behalf. There are many advantages to this coordination process.

From the focus of the family home, engaged in a partnership with the family, the family based worker gains quantities of firsthand information. Accurate information, presented in forms that are understandable and helpful to other helpers, is often vital to their work with the family. To be most effectively used, information about key events and the family's perceptions about their needs and strengths are often needed long before the next scheduled staffing. Timely communication dramatically increases the opportunities for interventions at just those times when they will be most effective in maintaining the family's program.

The "M" family was referred to a unit offering family-based services due to eleven-year-old Carlos' repeated outbursts of disruptive behavior in classes, fighting with other students, and several incidences of stealing in the community. Thirteen-year-old Ava was often absent from school without excuse. Seventeen-year-old Juan had dropped out of school and was living at home, unemployed and bored.

Mrs. "M", apparently overwhelmed by the responsibilities of three children, customarily did not respond to letters from the school, did not keep appointments and seemed to avoid all contact with school personnel. They, in turn, interpreted her lack of response as irresponsibility and insufficient caring.

The in-home team soon observed that among the children, verbal, and sometimes physical, conflict was intense and seemed to parallel Mrs. "M's" bouts with depression. During these she would remain in bed for several days. It eventually became clear that Carlos' acting out at school and in the community was tied to his mother's bouts with depression and the resulting chaos at home.

The schools' disparaging attitude toward Mrs. "M" was particularly difficult for Carlos and Ava. They felt responsible for their mother's pain and simultaneously angry at her apparent powerlessness vis a vis the school.

The program which was gradually negotiated with the "M" family included four major coordinated efforts.

1. The crisis nature of the school situation was addressed first. Together with Carlos and his mother a home-school program of expectations and consequences was arranged. The workers assisted Mrs. "M" to obtain permission to respond immediately if called by the school.

2. A program of personal nurture and assertiveness training was offered to Mrs. "M" through which she began to develop the hope, motivation, and emotional reserves necessary to parent her admittedly difficult children. School conferences and calls from her landlord became specific opportunities for workers to encourage and coach her in the new skills.

3. Seventeen-year-old Juan was taught job hunting skills and eventually got a job at a fast food restaurant. From the vantage point of the home, the worker learned about a threatening incident with a fellow employee in time to help Juan deal with the problem instead of quitting.

4. Mrs. "M's" mother and sisters (extended family) were eventually included in counseling sessions. This dialogue was crucial to Mrs. "M's" personal growth in that she decided she no longer needed her powerful mother's "permission" to grow up or to parent effectively. The extended family dialogue also provided a revitalized support sytem for Mrs. "M".

This case example was produced by June Lloyd of the National Resource Center On Family Based Services, School of Social Work, University of Iowa and Daniel P. Wulff, M.S.W., Practicing Consultant for that Center.